

Unit 8C: Liberty & Equality



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Liberty & Equality

What does it mean to be an American? In this unit, we examine how a range of writers has described the American identity, from the poet Walt Whitman, to the abolitionists Frederick Douglass and Harriet Jacobs, to Abraham Lincoln. By the end of the unit, you will have the chance to measure how well America has lived up to the ideal that “all men are created equal.”

Materials

Your assigned text passages for these lessons can be accessed any of the following ways. Please follow your teacher's instructions on where to complete your reading.

- Print Student Edition
- Print Amplify ELA Grade 8 Anthology
- Digital eReader, accessible via computer or mobile device*

* **Reminder:** You can access this or any book in the Amplify Library by downloading it onto your device for offline reading.

Your teacher may also assign you Solos for some of these lessons. These Solo assignments can be completed any the following ways. Please follow your teacher's instructions on how to complete Solos.

- On paper in a printed version of the Solo activity
- On your mobile device via Mobile Solos
- On your computer using the digital Solo activity

The Student's Mindset

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
 - a. Read loudly and slowly.
 - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
 - a. Wait until the reader has finished to respond.
 - b. Using the Response Starters, tell the reader which details made an impact on you.

Response Starters

1. I liked when you used the word _____ because _____.
2. You created a clear picture of _____ when you wrote _____.
3. When you wrote _____, it helped me see that _____.

Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.



Unit 8C, Sub-Unit 1



Narrative of the Life of Frederick Douglass

Can one book change the course of history? See what you think after you take in the power of Frederick Douglass's writing about his life as a slave in the American South. It was first published only seven years after he escaped from slavery. His *Narrative of the Life of Frederick Douglass, an American Slave* was a high-stakes undertaking, but the fact that you're reading it over 150 years later in class should tell you something about whether he met his goal.

NOTE: The eReader and Student Edition text of *Narrative of the Life of Frederick Douglass, an American Slave* is taken from an 1849 printed edition of the book. In texts from this time period, often produced by small printing houses, it is not unusual to find examples of punctuation, phrasing, and spelling that vary from what is considered correct today. For the sake of brevity, we use a shortened version of the title—*Narrative of the Life of Frederick Douglass*—throughout this unit.



Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 1 OVERVIEW

Can you write a poem the way Walt Whitman does? First, you'll have to see how he structures his work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.

LESSON 1 Working with the Text

Today, you'll be reading a short section from Walt Whitman's epic poem "Song of Myself."

You may be wondering why we are reading a poem before reading the main text of this unit, *Narrative of the Life of Frederick Douglass*. This poem should help you have special insight into that text. We'll find out if that's the case when we read the Douglass text, but first you will analyze the poem in detail.

First, read it silently and answer the questions about it to see what you can understand.

Read "**Song of Myself**" Section 4, lines 1–16.

1. Which of the following does Whitman describe in the first eight lines? Circle your choice.
 - a. What makes himself.
 - b. What is not himself.
2. Choose one detail you were surprised to hear the speaker say does *not* define "Me myself" (line 9) and write two or three sentences about why it surprised you.

LESSON 1 Close Read

Reread “**Song of Myself**” Section 4, lines 10–14.

1. List the verbs and adjectives that describe Whitman’s self.

2. Describe “the Me myself” based on what you listed.

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 2 OVERVIEW

We bet you have no idea how many different ways there are to explain what grass is to a child. Whitman will show you.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 1 Solo.

LESSON 2 Working with the Text

One thing poems can help us do is see familiar things in new ways. As you read Whitman's metaphors for grass, think of all the different ways he lets us think about it.

Read "**Song of Myself**" Section 6, lines 1–12.

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LESSON 2 Working with the Text

1. Complete the chart below, writing one paraphrase for each **metaphor** from the poem. In the right column, explain why you think Whitman might see grass in this way. The first row has been completed for you.

Lines from Poem	My Paraphrase	View of the Grass
I guess it must be the flag of my disposition , out of hopeful green stuff woven. (3)	The grass is a sign of my own personality, showing that I am lively and hopeful.	The grass is connected to Whitman's inner being, showing him and the world what he is like inside.
Or I guess it is the handkerchief of the Lord,/ A scented gift and remembrancer designedly dropt,/ Bearing the owner's name somehow in the corners, that we may see and remark, and say <i>Whose?</i> (4-6)		
Or I guess the grass is itself a child , the produced babe of the vegetation. (7)		
Or I guess it is a uniform hieroglyphic ,/ And it means, Sprouting alike in broad zones and narrow zones,/ Growing among black folks as among white,/ Kanock, Tuckahoe, Congressman, Cuff, I give them the same, I receive them the same. (8-11)		
And now it seems to me the beautiful uncut hair of graves. (12)		

LESSON 2 Close Read

Read “**Song of Myself**” Section 6, lines 13–32, then answer the questions below.

1. Lines 13–17: Why does Whitman say he will treat the grass “tenderly”?

2. Lines 18–20: Why does Whitman repeat “dark” three times?

3. Lines 20–24: If the grass is a bunch of “tongues,” what is it saying?

4. Lines 25–32: How does grass show “there is really no death”?

5. Why does Whitman say dying is “luckier” than people think?

6. Think of a metaphor you would use to tell what grass means to you. Complete this sentence with your metaphor:

• Or I guess the grass is _____

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LESSON 3 OVERVIEW

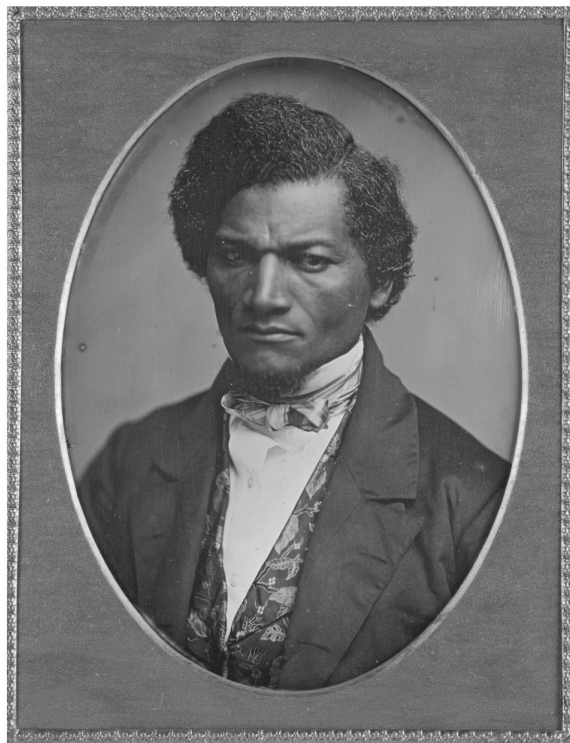
Today, you'll read a passage from *Narrative of the Life of Frederick Douglass, an American Slave* on your own to hear how it sounds out loud.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 1, Lesson 2 Solo.

LESSON 3 Working with the Text



1. What details do you notice about this man? How would you describe him?

LESSON 3 Working with the Text

In your Solo, you began to read *Narrative of the Life of Frederick Douglass, an American Slave*, where Frederick Douglass described his experiences as a slave.

The photo you just looked at is an early photograph of Frederick Douglass. It was taken about ten years after he escaped from slavery and five years after he published his narrative.

Frederick Douglass became one of the most important abolitionists in the United States. (The abolitionists were people who worked toward ending slavery.)

Read *Narrative of the Life of Frederick Douglass* Chapter 1, paragraphs 1–6.

1. List any information Douglass provides about himself in these paragraphs.

2. List any information Douglass provides about slavery in these paragraphs.

3. Do you think any of this would have been new and surprising to readers in 1845, when this book was published? Explain your answer.

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 4 OVERVIEW

We know by now that writers make choices. Today, you'll read two passages that will help you figure out what was important to Douglass and why he started his book the way he did.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 3 Solo.

LESSON 4 Working with the Text

Read *Narrative of the Life of Frederick Douglass* Chapter 11, paragraph 21. In this passage at the end of his *Narrative*, Douglass is describing how he began his work with the anti-slavery movement after he gained his freedom. (The "Liberator" was a newspaper published by abolitionists to promote the abolishment of slavery.)

1. Why does Douglass feel reluctant to speak at the anti-slavery convention in Nantucket?

2. What does Douglass hope to accomplish through his speaking and writing?

LESSON 4 Working with the Text

Read *Narrative of the Life of Frederick Douglass* Chapter 1, paragraph 1.

3. Rank the following statements based on how important you think they are (1 being the most important and 5 being the least important).

Rank	Statements
_____	“I was born in Tuckahoe, near Hillsborough, and about 12 miles from Easton, in Talbot County, Maryland.”
_____	“The nearest estimate I can give makes me now between 27 and 28 years of age.”
_____	“I have no accurate knowledge of my age, never having seen any authentic record containing it.”
_____	“The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege.”
_____	“He (the master) deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit.”

4. Which piece of information did you rank first as the most important thing to learn about in the first paragraph of Douglass’s autobiography, and why?

When you’ve finished, share your answer to question 4 with a classmate, friend, or family member. If sharing with a classmate, listen carefully to their answer, asking them questions about their reasoning.

Acknowledge new information your classmate shares, and think about whether these points cause you to change your own views.

5. If you changed your mind during your discussion, explain what you heard or read that made you change your mind.

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LESSON 4 Working with the Text

- 6. Focus on the item you ranked last, #5. Why do you think this statement is the least important? Use evidence from the text to support your answer.

LESSON 4 Close Read

Read *Narrative of the Life of Frederick Douglass* Chapter 1, paragraphs 2 and 3.

- 1. Rank the following statements based on how important you think they are to Douglass (1 being the most important and 5 being the least important).

Rank	Statements
_____	“My mother was named Harriet Bailey. She was the daughter of Isaac and Betsey Bailey, both colored, and quite dark.”
_____	“It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age.”
_____	“My father was a white man.”
_____	“The opinion was also whispered that my master was my father.”
_____	“...but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me.”

- 2. Which piece of information did you rank first? What was it in Douglass’s language in this paragraph that made you think this statement was the most important to him?

LESSON 4 Close Read

When you've finished, share your answer to question 2 with a classmate, friend, or family member. If sharing with a classmate, listen carefully to their answer, asking them questions about their reasoning.

Acknowledge new information your classmate shares, and think about whether these points cause you to change your own views.

- 3. If you changed your mind during your discussion, explain what you heard or read that made you change your mind.

- 4. Focus on the item you ranked last, #5. Why do you think this statement is the least important? Use evidence from the text to support your answer.

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 5 OVERVIEW

Not everyone is a famous author. Two people can tell a similar story, but only one will be read by millions. How does Douglass do it? If we write what Douglass meant in a different way, we can look at exactly how his word choices make good sentences.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice Guidelines.
3. Complete the Sub-Unit 1, Lesson 4 Solo.

LESSON 5 Working with the Text

Reference *Narrative of the Life of Frederick Douglass* Chapter 1, paragraphs 1–10.

1. If your teacher asked you to write a summary of Chapter 1, how long should it be? Circle your choice.
 - a. 10 sentences
 - b. 20 sentences
 - c. 5 sentences
 - d. However long it takes to get Douglass’s main points across
 - e. Any length, as long as it is shorter than Chapter 1
2. When you chose your answer to question 1, what rules were you following?

Now reread Chapter 1, paragraph 8, sentence 22.

3. Which paraphrase is closer to Douglass’s intended meaning of “I never shall forget it whilst I remember any thing” (paragraph 8, sentence 22)? Circle your choice.
 - a. I am determined not to lose track of what happened by trying hard to remember it.
 - b. During the time in my life that I’m remembering things, I can’t ever forget this thing.

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LESSON 5 Working with the Text

Notice that, unlike summaries, paraphrases are carefully defined. For each sentence that we paraphrase, we will write one sentence.

When you paraphrase a sentence that another author has written, you need to pay attention to:

- **Meaning:** Consider carefully what the author did and did not include.
- **Style:** Notice how the author chose to communicate that meaning (word choice, word order).

In this lesson, you're going to paraphrase sentences from Douglass's text. After you paraphrase the best you can, you will consider: If my paraphrase means almost the same thing as Douglass's original sentence, what does Douglass's sentence accomplish for a reader that the paraphrase does not?

LESSON 5 Close Read

Reference *Narrative of the Life of Frederick Douglass* Chapter 1, paragraphs 1–10.

Paraphrasing pushes a reader to think hard about what the author is saying, but there are 2 simple tools you can try using if you get stuck.

First, you'll paraphrase by substituting words. Try it on in this sentence:

“He was a cruel man, hardened by a long life of slave-holding” (paragraph 8, sentence 14).

NOTE: Try to use new words in each paraphrase, but repeat if you need to. Try to make it to 6—a completely original paraphrase—if you can!

1. He was a _____ man, hardened by a long life of slave-holding.
2. He was a cruel man, hardened by _____.
3. He was a cruel man, _____ a long life of slave-holding.

Now try paraphrasing Douglass's sentence by changing the word order (and adding or subtracting words, using substitutive words as needed).

4. A long life of slave-holding caused _____.
5. After _____, he _____.
6. _____.

LESSON 5 Close Read

7. How many sentences should be in a paraphrase of the following excerpt? Explain your answer.

“I never shall forget it whilst I remember any thing. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force.”

8. Paraphrase the passage in question 7. (Feel free to use an earlier paraphrase of the first sentence.)

9. Douglass chooses the word “outrages” as his synonym for the beating he witnessed. Why do you think Douglass chose the word “outrages” instead of the Revealed synonym “violent and offensive acts” or the word you chose to paraphrase “outrages”? Circle your choice.

- a. The word “outrages” is factual; it describes factual information about the beating.
- b. The word “outrages” is descriptive; it emphasizes the awful impact of the beating.
- c. The word “outrages” is persuasive; it persuades the reader about the evil nature of the beating.

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 6 OVERVIEW

Douglass needed to give his readers a real understanding of the horrors of slavery through the written word. This makes parts of his *Narrative* difficult to read, but powerful. Today, you'll look at two passages in which Douglass uses different techniques to engage his readers.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 5 Solo.

LESSON 6 Working with the Text

Read *Narrative of the Life of Frederick Douglass* Chapter 1, paragraph 8.

Reread this passage, noting how many times Douglass uses the word “it”:

“I never shall forget it whilst I remember any thing. It was the first of a long series of such outrages, of which I was doomed to be a witness and a participant. It struck me with awful force.” (paragraph 8, sentences 22–25)

1. Write the words that you could use to substitute for each instance of the word “it.”

• “I shall never forget it...” _____

• “It was the first...” _____

• “It struck me with awful force.” _____

2. Why did you choose the word(s) you chose?

3. Why is it powerful to use this little word (“it”) here?

LESSON 6 Working with the Text

Read the following two passages from *Narrative of the Life of Frederick Douglass* Chapter 1, paragraphs 8–10.

- **Passage 1:** Chapter 1, paragraph 8, sentences 1–19, from “I have had two masters” to “...the blood-clotted cowskin.”
- **Passage 2:** Chapter 1, paragraphs 8–10, from “I remember the first time...” to “...often occurred on the plantation.”

4. What does Douglass want us to know about slavery in these paragraphs?

5. Does the description of whipping at the beginning of the chapter feel the same as the one he describes at the end of the chapter, or different? Explain your answer.

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 6 Close Read

Reference the two passages you just read from *Narrative of the Life of Frederick Douglass* Chapter 1, paragraphs 8–10.

You're going to complete the chart below, comparing the two passages you've been reading in this lesson. You're going to try to figure out why Douglass told us some of the same things two times, in two different ways.

1. Read the first row, filled out for you based on the scenes in the passage that begins with the line, "I have had two masters."
2. Fill out the empty row, based on the scene in the passage following that one, beginning with the words, "I remember the first time I ever witnessed this horrible exhibition..."

Who is involved?	Where and when does it happen?	What happens?	Where is Douglass?
Captain Anthony Mr. Plummer 30 slaves Aunt Hester Douglass Total: 34 people	On 2 or 3 farms, over the course of Douglass's childhood	Many women beaten by Plummer Other slaves beaten by Anthony Aunt Hester beaten by Anthony many times	Don't know

3. List a few similarities and differences you notice between these two passages.

LESSON 6 Close Read

4. What makes the first passage powerful?

5. What makes the second passage powerful?

6. Which passage makes a more convincing argument against slavery? Explain your answer, using evidence from the text.

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 7 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 1, Lesson 6 Solo.

LESSON 7 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 8 OVERVIEW

What part of the *Narrative of the Life of Frederick Douglass* do you think we'd call a mysterious description of the physical and emotional phenomena that seem to defy all logic? Reread Douglass's description of the slave songs and see if you agree.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 7 Solo.

LESSON 8 Working with the Text

Some historians think that it was actually this book, Douglass's book, that did more than anything else to abolish slavery in this country.

Might be true. We would need to read a lot more than this book to figure that out.

What we can figure out, just by reading this book, is what Douglass seems to be trying to do and how he does it.

Picture it, he's still a young man. With incredible bravery and intelligence, he has escaped the horrors of slavery. He could spend all of his time rescuing slaves. Consider what he wanted to accomplish by writing a book.

1. Douglass wrote this book because he wants readers: (Circle your choice; you may circle as many as you think are correct)
 - a. to understand the facts about slavery.
 - b. to empathize with people who are slaves.
 - c. to take action against slavery.
 - d. Other
2. Describe evidence from the text that led you to your answer.

LESSON 8 Working with the Text

In this lesson, you will look at how Douglass uses his writing style to accomplish different goals in his argument against slavery.

Reread *Narrative of the Life of Frederick Douglass*, Chapter 1, paragraph 3, the first part of Douglass's description of his relationship with his mother.

- 3. What goal does this writing accomplish? Circle your choice.
 - a. It presents the facts about slavery.
 - b. It creates empathy with people who are slaves.
 - c. It inspires action against slavery.
 - d. Other

- 4. Describe evidence from the text that led you to your answer.

Reread Chapter 1, paragraph 4, the second part of Douglass's description of his relationship with his mother.

- 5. What goal does this writing accomplish? Circle your choice.
 - a. It presents the facts about slavery.
 - b. It creates empathy with people who are slaves.
 - c. It inspires action against slavery.
 - d. Other

- 6. Describe evidence from the text that led you to your answer.

LESSON 8 Working with the Text

Now you're going to read two more paragraphs, this time from Chapter 2. Both of these paragraphs describe what happens when slaves visited the "Great House" on the plantation. But as you read, compare the tone of each description and what type of information Douglass is providing.

Read *Narrative of the Life of Frederick Douglass*, Chapter 2, paragraph 3. Then, skip ahead a little and read this passage from Chapter 2, paragraph 8:

While on their way, [the slaves] would make the dense old woods, for miles around, reverberate with their wild songs, revealing at once the highest joy and the deepest sadness. They would compose and sing as they went along, consulting neither time nor tune. The thought that came up, came out—if not in the word, in the sound;—and as frequently in the one as in the other. They would sometimes sing the most pathetic sentiment in the most rapturous tone, and the most rapturous sentiment in the most pathetic tone.

7. What do you notice is different about the words used in these two passages?

8. Which passage has more words about feelings and the emotions around slavery?

LESSON 8 Close Read

Douglass makes some deliberate word and phrase choices in his description of slave songs. You're going to look at these carefully.

Think about what he might be trying to convey with these choices, and how he might be trying to affect his reader.

Reread *Narrative of the Life of Frederick Douglass*, Chapter 2, paragraph 8.

Notice the **pairings**:

- compose / sing
- time / tune
- in the word / in the sound

1. In each pair, are the two words contrasting and highlighting each other or building on and strengthening each other?

- compose / sing _____
- time / tune _____
- in the word / in the sound _____

Notice the **pattern**: They would sometimes sing the most A) pathetic sentiment in the most B) rapturous tone, and the most B) rapturous sentiment in the most A) pathetic tone.

2. Is it possible for a rapturous feeling to be sung in a pathetic tone, and vice versa?

3. Is it hard to follow this sentence's turns and reversals, or to the contrary, does the repetition make the sentence feel more convincing as a claim?

4. Can Douglass's own description of the songs be characterized by any of the terms he's using, i.e., is his writing rapturous or pathetic?

LESSON 8 Close Read

Read Chapter 2, paragraphs 8–11.

- 5. Find at least one contrast in these paragraphs and write it here, explaining in what ways the words contrast with each other.

- 6. Describe other examples of language that sounds like “unmeaning jargon” (11) to some, but is full of meaning to others.

- 7. Can you “hear” the songs? If you can’t, can you understand the horrible nature of slavery?

Read Chapter 2, paragraph 12.

- 8. In your own words, describe what Douglass does *not* understand about the songs.

- 9. Describe what he *does* know about these songs.

LESSON 8 Close Read

10. Is it possible for Douglass to know and not know at the same time? Describe.

The way that Douglass writes about the slave songs at the end of Chapter 2 is very different from his writing earlier in this chapter and in Chapter 1. Consider if this writing changes your sense of what Douglass is trying to accomplish.

11. Douglass wrote this description of the slaves singing in this way because he wants readers: (Circle your choice)

- a. to understand the facts about slavery.
- b. to empathize with people who are slaves.
- c. to take action against slavery.
- d. Other

12. Describe evidence from the text that led you to your answer.

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 9 OVERVIEW

Young, old. Horses, people. Slave, free. Douglass will show you what these opposing elements have in common.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 8 Solo.

LESSON 9 Working with the Text

Read *Narrative of the Life of Frederick Douglass*, Chapter 3, paragraph 2.

1. What does Douglass want us to think of the colonel's oversight of his riding stables?

2. What is Douglass's tone in this paragraph and how do you know?

3. From just the information in this paragraph, how might someone describe the colonel?

Read Chapter 3, paragraph 3, sentences 1–10 (up to "...when a horse was taken out for use").

4. What does Douglass want us to think of the colonel's oversight of his riding stables?

5. What is Douglass's tone in this paragraph and how do you know?

6. From just the information in this paragraph, how might someone describe the colonel?

LESSON 9 Working with the Text

- 7. After comparing both passages, why do you think Douglass might want the reader to experience this shift in perspectives?

As you read the rest of this paragraph, pay attention to the unusual language to hear more of these surprising oppositions: words or ideas that you might not expect to find right next to each other, that might seem to contradict each other, but maybe aren't being used in a contradictory way.

Read Chapter 3, paragraph 3.

- 8. In paragraph 3, sentence 14, who do we see getting whipped?

- 9. Why does Douglass think it is particularly outrageous to see this person get whipped?

It is one thing to notice Douglass's surprising oppositions—you're going to see them all over the place now! But it is quite another to be able to explain them clearly.

You're going to see if you can write some clear sentences that point out exactly what elements in his language seem like they should be opposed to each other and how he puts them together in surprising ways.

- 10. Write three sentences below. In each sentence, point out two elements that Douglass puts in opposition to each other in surprising ways.

Here are some elements that you might want to use: horses, people, father, son, whipping, luxury, "looks of the horses," "state of Colonel Lloyd's own mind," "horses of the finest form and noblest blood," "a slave must stand, listen, and tremble."

- Sentence 1: _____

- Sentence 2: _____

- Sentence 3: _____

LESSON 9 Close Read

Now that you have seen how Douglass uses language to create all of these surprising and confusing oppositions, you are going to try to understand why—what is he trying to show you about slavery. You are going to start by looking at some very straightforward cause-and-effect scenarios. A slave does something “wrong” and there is a clear and quick punishment. These paragraphs describe one example.

Read *Narrative of the Life of Frederick Douglass*, Chapter 3, paragraphs 3 and 4.

1. In the text, find where Douglass writes: “This is the penalty of telling the truth, of telling the simple truth, in answer to a series of plain questions.” What does Douglass mean by “this”?

2. What is so terrible about that particular punishment?

3. Douglass explains that the slave received a penalty for telling the truth. But, what was the rule that the master actually punished the slave for violating?

4. Douglass points out that, under a system of slavery, truth is logically opposed to what?

Here is the second simple cause-and-effect scenario. A slave does something “wrong” and there is a clear and quick punishment. These paragraphs describe the second example.

Read *Narrative of the Life of Frederick Douglass*, Chapter 4, paragraphs 3–6.

5. In the text, find the sentence, “He was asked by Colonel Lloyd and my old master, why he resorted to this extraordinary expedient” (5). What does Douglass mean by “this extraordinary expedient”?

6. What did Demby do that led Gore to resort to that punishment?

7. How do we know that even Lloyd was shocked by what Gore did to Demby?

LESSON 9 Close Read

8. In your own words, why, in the end, was Lloyd convinced that Gore gave Demby the right punishment?

9. Gore argues that he murders Demby to prevent other slaves from revolting and to preserve the order and safety for white citizens. According to Douglass, what happens to the system of justice (the system of judicial investigation) after this murder?

10. Look at paragraph 5, sentence 10 (“His horrid crime was not even submitted to judicial investigation”). Douglass points out that, under a system of slavery, order and freedom for whites is opposed to what?

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 10 OVERVIEW

Chapter 11, already?! Don't worry, today you'll have time to read in class.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 9 Solo.

LESSON 10 Working with the Text: Chapter 9

Read *Narrative of the Life of Frederick Douglass*, Chapter 9, paragraphs 1–6.

1. What was the first problem Douglass encountered when again living in Master Thomas's household? Circle your choice.
 - a. Harsh punishments
 - b. Cold
 - c. Hunger
 - d. Unkind words
2. Look at the examples that Douglass gives about Captain Auld in paragraph 2, after the line "...of all men, adopted slave-holders are the worst." Judging from those examples, what is he saying about Captain Auld with this line? Circle your choice.
 - a. Captain Auld wasn't born there but was adopted by a Southern family.
 - b. His master tries to act like a slaveholder but lacks interest and enthusiasm.
 - c. Captain Auld does not know anything about how to run a plantation.
 - d. His master tries to act like a slaveholder but is inconsistent and ineffective.
3. Choose all that apply: Which of the following does Douglass say were results of Captain Auld's religious conversion? Circle your choice(s).
 - a. He entertained preachers frequently.
 - b. He became more kind and humane.
 - c. He prayed several times a day.
 - d. He used religion as a justification for slavery.

LESSON 10 Working with the Text: Chapter 9

4. What was the result of one white man's attempt to hold meetings where slaves could learn to read the New Testament? Circle your choice.
 - a. They were chased away.
 - b. He was taken to prison.
 - c. They were encouraged.
 - d. He was chased away.

5. In paragraph 5, what does Douglass say is the reason Captain Auld focused much of his cruelty on the lame Henny? Circle your choice.
 - a. She was disobedient.
 - b. She was not profitable.
 - c. She was argumentative.
 - d. She was not clever.

6. Choose all that apply: In paragraph 6, lines 5–9, the fact that Douglass repeatedly lets his master's horse get loose shows what about him? Circle your choice(s).
 - a. He was inattentive and forgetful.
 - b. He did not really fear his master.
 - c. He was creative in getting more food.
 - d. He was not good at caring for horses.

7. Despite Mr. Covey's reputation, why does Douglass still feel glad to be sent to him? Circle your choice.
 - a. He will get fewer whippings.
 - b. He will get more kindness.
 - c. He will get fewer insults.
 - d. He will get more to eat.

8. Why do you think Douglass did not call Captain Auld "master"?

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 10 Close Read: Chapter 9

Reread *Narrative of the Life of Frederick Douglass*, Chapter 9, paragraphs 2–5.

1. List two moments from the text where Douglass describes people (slaves, slaveowners, or others) practicing religion.

2. For each moment you chose, explain whether Douglass's description shows that this practice improves the lives of slaves, or does not.

• Moment 1: _____

• Moment 2: _____

3. Poll: Douglass is arguing that belief in religion is opposed to support for human welfare. (Circle your choice.)

- a. Strongly Agree
- b. Somewhat Agree
- c. Somewhat Disagree
- d. Strongly Disagree

4. Explain your reasoning, using two pieces of evidence from the text.

When you've finished, share your answer to question 3 with a classmate, friend, or family member. If sharing with a classmate, listen carefully to their answer, asking them questions about their reasoning.

Acknowledge new information your classmate shares, and think about whether these points cause you to change your own views.

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 10 Close Read: Chapter 9

5. If you changed your mind during your discussion, explain what you heard or read that made you change your mind.

LESSON 10 Working with the Text: Chapter 10

Read *Narrative of the Life of Frederick Douglass*, Chapter 10, paragraphs 1–18.

1. True or false: When he goes to work for Mr. Covey, Douglass performs a kind of work he has never done before. (Circle your choice.)
 - a. True
 - b. False
2. After reading Douglass's description of his trip into the woods with the oxen (1), do you think Mr. Covey did or did not know it might be too hard for him? Why do you think so?

3. Choose two: Which of the following are two positive things Douglass says about Mr. Covey in paragraphs 2 and 3? Circle your choices.
 - a. He treats his slaves fairly.
 - b. He gives his slaves enough rest.
 - c. He gives his slaves enough food.
 - d. He, himself, is a hard worker.
4. Which word best expresses Covey's behavior in the examples Douglass gives in paragraph 3? Circle your choice.
 - a. Aggression
 - b. Relaxation
 - c. Deception
 - d. Indecision

LESSON 10 Working with the Text: Chapter 10

5. Choose all that apply: What does Douglass mention in paragraph 5 as a sign that he has been turned by Covey from a man into a brute? Circle your choice(s).
- a. He loses his ability to do his work.
 - b. He no longer has a desire to read.
 - c. He loses any cheer he once had.
 - d. He no longer uses his intellect.
6. Which best describes Douglass's master's response in paragraph 11 to his story of how Covey mistreated him? Circle your choice.
- a. He believes what happened and lets him stay, saying he will deal with Covey himself.
 - b. He does not believe any of the story and makes Douglass go back.
 - c. He probably believes what happened but justifies it and sends him back to Covey anyway.
7. Why does Douglass describe his fight with Covey as a turning point for him? Circle your choice.
- a. He gains back his confidence and determination and is never whipped again.
 - b. He gains his freedom from slavery and leaves the South for good.
 - c. He gets to leave Covey's plantation and go back to work for an easier master.
 - d. He convinces his master about Covey's behavior and ruins Covey's reputation.
8. According to paragraph 16, why does Douglass feel that the holidays given to slaves are one of the most effective ways of preventing an insurrection?
- a. The slaves are grateful to the masters for the time off.
 - b. The holidays serve as a sort of pressure release for the slaves' feelings.
 - c. The slaves feel they owe the master something afterward.
 - d. The holidays are part of religious traditions, and the slaves respect that.
9. Why do you think Douglass describes the ships he sees in paragraph 7 as "so many shrouded ghosts"?

LESSON 10 Close Read: Chapter 10

Reread *Narrative of the Life of Frederick Douglass*, Chapter 10, paragraphs 1–18.

NOTE: For each of the following two questions, you may choose to identify a moment outside these paragraphs.

1. List two moments from the text where Douglass describes his understanding of himself as a slave or not a slave.

• Moment 1: _____

• Moment 2: _____

2. List two moments from the text where Douglass describes the slaveowners' efforts to make the slaves follow orders.

• Moment 3: _____

• Moment 4: _____

3. For each moment you chose, explain whether the text details indicate that the slaves (including Douglass) understand themselves to be equal or unequal to the slaveowners OR that the slaveowners understand the slaves to be equal or unequal.

• Moment 1: _____

• Moment 2: _____

• Moment 3: _____

• Moment 4: _____

LESSON 10 Close Read: Chapter 10

- 4. Poll: Douglass’s account of the interactions between slaves and slaveowners shows that men (whether enslaved or free) understand that all men are naturally equal. (Circle your choice.)
 - a. Strongly Agree
 - b. Somewhat Agree
 - c. Somewhat Disagree
 - d. Strongly Disagree

5. Explain your reasoning, using two pieces of evidence from the text.

When you’ve finished, share your answer to question 4 with a classmate, friend, or family member. If sharing with a classmate, listen carefully to their answer, asking them questions about their reasoning.

Acknowledge new information your classmate shares, and think about whether these points cause you to change your own views.

6. If you changed your mind during your discussion, explain what you heard or read that made you change your mind.

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 11 OVERVIEW

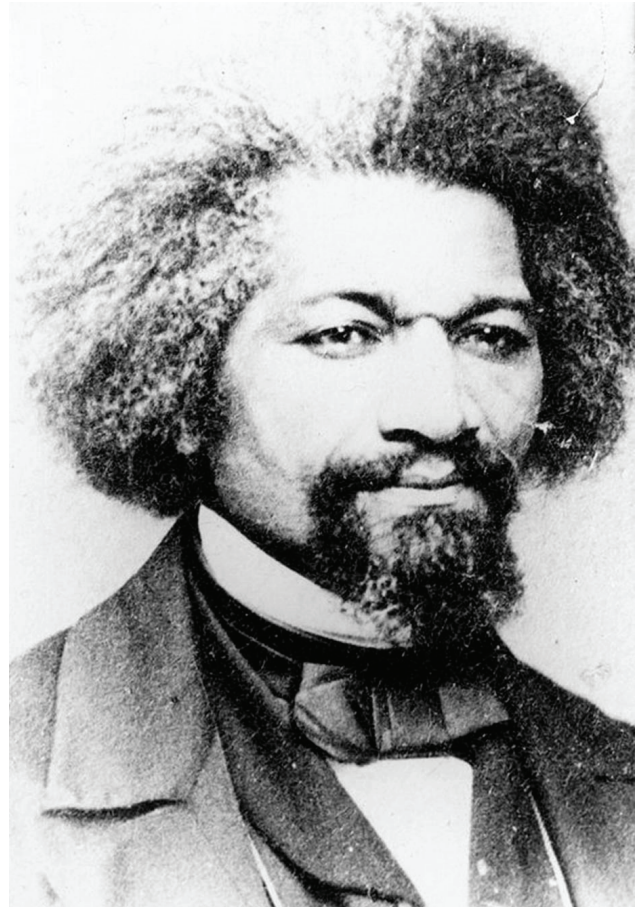
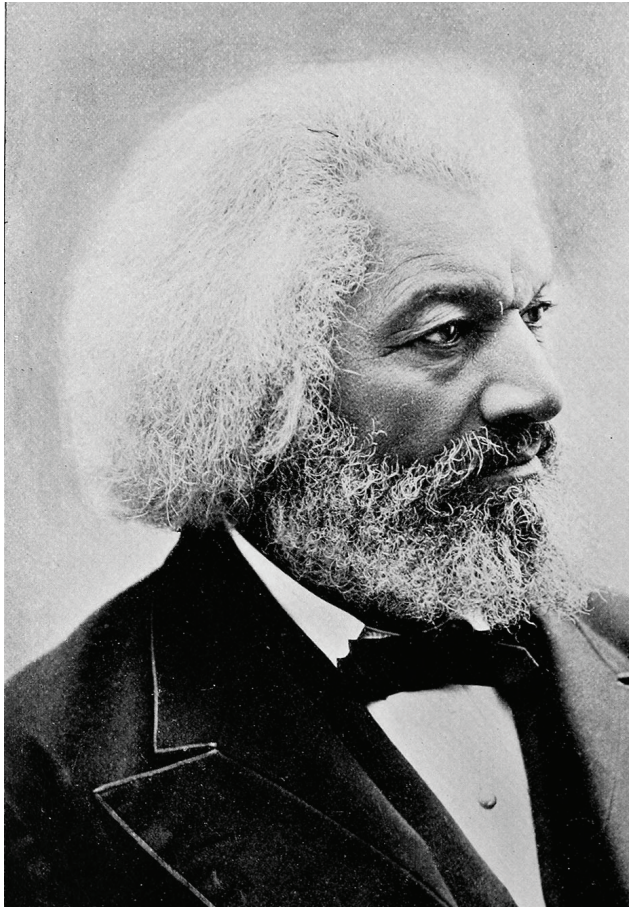
Maybe you've heard your classmates or teacher read from the *Narrative*. Now you'll have a chance to put your own spin on Douglass's words.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 10 Solo.

LESSON 11 Working with the Text



Read *Narrative of the Life of Frederick Douglass*, Chapter 11, paragraph 3.

1. List two places in the text where Douglass doesn't feel free.

LESSON 11 Working with the Text

Imagine Douglass reading the passage aloud.

2. What do you think Douglass’s tone was? Circle your choice.
 - a. Deep and booming
 - b. Soft and smooth
 - c. Sharp and piercing

3. What do you think Douglass’s pace was? Circle your choice.
 - a. Slow
 - b. Medium
 - c. Quick

Reread Chapter 11, paragraph 3 out loud to yourself or someone at home.

4. Choose one surprising or powerful sentence from the reading. Write it below, and explain why you chose it.

5. How did hearing this sentence read aloud change your understanding of Douglass’s text?
6. Describe the way you read the passage. Was your tone deep and booming, soft and smooth, or sharp and piercing? Did you read the passage slowly, quickly, or somewhere in between?

7. How did your reading reflect your interpretation of the speech?

Read Chapter 11, paragraphs 18 and 19 out loud to yourself or someone at home.

8. How would you describe the differences between this passage and paragraph 3?

LESSON 11 Working with the Text

9. How did your tone and pace change for this reading?

LESSON 11 Close Read

Now you're going to choose a part of Douglass's writing to deliver as a dramatic reading.

Reread *Narrative of the Life of Frederick Douglass*, Chapter 11, paragraph 3.

1. Write down the part of Douglass's writing that you want to deliver. Underline words you will emphasize.

2. What tone and pace will you use? Explain.

3. If the word **freedom** appears in your selection, decide how you will express its particular meaning in your speaking. What meaning and sound do you want to give to the uses of freedom you selected? Explain.

4. Practice reciting your passage aloud for three minutes. Make any necessary changes as you hear what your choices sound like.

Unit 8C, Sub-Unit 1: *Narrative of the Life of Frederick Douglass*

LESSON 12 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 1, Lesson 11 Solo.

LESSON 12 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

LESSON 13 OVERVIEW

You'll do more than simply read aloud. Today, you'll perform.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 12 Solo.

LESSON 13 Douglass Speeches

Reread *Narrative of the Life of Frederick Douglass*, Chapter 11, paragraph 3.

1. If possible, review your answers to the questions in Lesson 11 where you selected the passage for your reading and planned how you would deliver it.
2. Practice delivering your dramatic reading aloud to yourself a few times.
3. When you're ready, read your rehearsed passage from the Douglass text to a classmate, friend, or family member. If you're able to exchange readings with a classmate or classmates, use the space below to remark on their readings.

Notes on Reader 1: Write down any surprising or powerful uses of tone, pace, or pronunciation of freedom in your classmate's writing.

Notes on Reader 2: Write down any surprising or powerful uses of tone, pace, or pronunciation of freedom in your classmate's writing.

LESSON 13 Douglass Speeches

Notes on Reader 3: Write down any surprising or powerful uses of tone, pace, or pronunciation of freedom in your classmate’s writing.

Notes on Reader 4: Write down any surprising or powerful uses of tone, pace, or pronunciation of freedom in your classmate’s writing.

- 4. Poll: I recited my Douglass passage... (Circle your choice)
 - a. in my own unique way.
 - b. like Douglass would have.
- 5. Describe what you learned about Douglass’s text by practicing, reciting, and listening to your classmates recite. It can be something small or large.

Unit 8C, Sub-Unit 2

Incidents in the Life of a Slave Girl



“I was so fondly shielded that I never dreamed I was a piece of merchandise” (1, 1).

Harriet Jacobs did not know she was a slave until she was six years old. In *Incidents in the Life of a Slave Girl*, you'll see slavery from a woman's perspective and witness her struggle to learn to read and write and secure her freedom.



Unit 8C, Sub-Unit 2: *Incidents in the Life of a Slave Girl*

LESSON 1 OVERVIEW

You now know all about Douglass's childhood. As you read about the incidents in Harriet Jacobs's life growing up, consider the question: Do you think she had it easier than Douglass? Or were their childhoods just different expressions of the same struggle?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 13 Solo.

LESSON 1 Working with the Text

Read *Incidents in the Life of a Slave Girl* Chapter 1, "Childhood," paragraph 1.

Reread this one long sentence:

"They [Jacobs's parents] lived together in a comfortable home; and, though we were all slaves, I was so fondly shielded that I never dreamed I was a piece of merchandise, trusted to them for safe keeping, and liable to be demanded of them at any moment." (1, 1)

1. Complete the chart below, paraphrasing each clause of the sentence.

Original text	My paraphrase
I was so fondly shielded that I never dreamed I was a piece of merchandise,	
trusted to them for safe keeping,	
and liable to be demanded of them at any moment.	

LESSON 1 Working with the Text

2. What was Jacobs shielded from?

3. Was it a good thing that she was only entrusted to her family for safekeeping? Explain your answer.

4. Where do we see one of slavery's twisted oppositions here?

Reread *Narrative of the Life of Frederick Douglass* Chapter 1, paragraph 4.

5. Compare Douglass's and Jacobs's descriptions of their childhoods. Who do you think felt more enslaved? Who felt more free? Support your ideas with evidence from both texts.

Unit 8C, Sub-Unit 2: Incidents in the Life of a Slave Girl

LESSON 1 Close Read

Read the pairs of quotes from Jacobs and Douglass in the chart, then answer the questions that follow.

Jacobs, on her life before age 6	Douglass
<p>“He was a bright handsome lad, nearly white; for he inherited the complexion my grandmother had derived from Anglo-Saxon ancestors.” (1, 1)</p>	<p>“The whisper that my master was my father, may or may not be true; and, true or false, it is of but little consequence to my purpose whilst the fact remains, in all its glaring odiousness, that slaveholders have ordained, and by law established, that the children of slave women shall in all cases follow the condition of their mothers...for by this cunning arrangement, the slaveholder, in cases not a few, sustains to his slaves the double relation of master and father.” (1, 5)</p>
<p>“When my grandmother lent her hard earnings to her mistress she trusted solely to her honor. The honor of a slaveholder to a slave!” (1, 1)</p>	<p>“But, alas! this kind heart had but a short time to remain such. The fatal poison of irresponsible power was already in her hands, and soon commenced its infernal work. That cheerful eye, under the influence of slavery, soon became red with rage; that voice, made all of sweet accord, changed to one of harsh and horrid discord; and that angelic face gave place to that of a demon.” (6, 2)</p>
<p>“She was the foster sister of my mother; they were both nourished at my grandmother’s breast. In fact, my mother had been weaned at three months old, that the babe of the mistress might obtain sufficient food.” (1, 3)</p>	<p>“Added to the cruel lashings to which these slaves were subjected, they were kept nearly half-starved. They seldom knew what it was to eat a full meal. I have seen Mary contending with the pigs for the offal thrown into the street.” (6, 4)</p>
<p>“Such were the unusually fortunate circumstances of my early childhood.” (1, 3)</p>	<p>“My mother and I were separated when I was but an infant before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age...For what this separation is done, I do not know, unless it be to hinder the development of the child’s affection toward its mother, and to blunt and destroy the natural affection of the mother for the child. This is the inevitable result.” (1, 3)</p>

LESSON 1 Close Read

1. In these statements, what sorts of facts about her life, or about slavery in general, does Jacobs leave out that Douglass does not?

2. In these statements, what sorts of facts about his life, or about slavery in general, does Douglass include that Jacobs glosses over?

3. Briefly describe the main similarities and differences in these two passages.

4. What do Douglass and Jacobs say about having a white father and a slave child?

Unit 8C, Sub-Unit 2: *Incidents in the Life of a Slave Girl*

LESSON 2 OVERVIEW

What do you think about when you think about New Year's Day? Today you'll learn about how Jacobs sees the holiday, which may come as a shock.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 1 Solo.

LESSON 2 Working with the Text

Read *Incidents in the Life of a Slave Girl* Chapter 1, "Childhood," paragraphs 6 and 7.

1. List any words or phrases from the passage that show how Jacobs's life is changing, and say what emotion you think she is feeling about each change.

2. Are Jacobs's words and tone making her emotions clear to you in this excerpt? Why or why not?

3. How would you compare the tone of Jacobs's description of her experience as a slave to Douglass's tone? Describe an example of language from Jacobs's text that either compares or contrasts with the language Douglass uses.

LESSON 2 Working with the Text

Read *Incidents in the Life of a Slave Girl* Chapter 2, “The New Master and Mistress,” paragraphs 1–13.

4. Jacobs tells a story of her brother William getting confused one day about whether he should first obey his white mistress or his father. Based on what you remember from reading Douglass, this way of thinking, at this time, was: (Circle your choice)
 - a. common.
 - b. unusual.
5. Dr. Flint would not repay the \$300 that Jacobs’s grandmother’s mistress had borrowed. He said this was because the estate didn’t have the money, but Jacobs points out that the estate had what instead? Circle your choice.
 - a. Land that was worth the same amount
 - b. Profits from farming that could have been used
 - c. Slaves that the money had been used to buy
 - d. A valuable item the money had been used to buy
6. Choose all that apply: How does the way Jacobs describes Mrs. Flint make Mrs. Flint sound? Circle your choice(s).
 - a. Sympathetic
 - b. Gentle
 - c. Physically strong
 - d. Unsympathetic
 - e. Cruel
 - f. Physically weak
7. What is one major thing that changes for Jacobs in Chapter 2?

8. How does the change affect Jacobs? (Physically? Mentally? Emotionally?)

Unit 8C, Sub-Unit 2: Incidents in the Life of a Slave Girl

LESSON 2 Close Read

Read *Incidents in the Life of a Slave Girl* Chapter 3, “The Slaves’ New Year’s Day,” paragraphs 1–9.

Read through each of the quotes below, thinking about what is being contrasted in each comparison set. Before completing the rest of the chart, consider the first comparison.

In the first quote, Jacobs presents the image of a slave who is ignorant and “degraded,” hinting at a less-than-human state. In the next quote, to the right, Jacobs is showing the flip side—a human woman with the same maternal feeling as other women.

1. Complete the chart below, reading each comparison then filling in the third column on the right. The first row has been completed for you.

Quote 1	Quote 2	What does Jacobs show about slavery with this contrast?
<p>COMPARISON 1: She may be an ignorant creature, degraded by the system that has brutalized her from childhood;</p>	<p>but she has a mother’s instincts, and is capable of feeling a mother’s agonies (3, 7)</p>	<p>Jacobs is making the point that it doesn’t matter that this woman may not be educated or refined. She’s a mother and is being terribly harmed, mentally and emotionally, by having her children taken from her. She’s also possibly alluding to the fact that things like ignorance and a degraded state are some of the excuses white owners used to justify treating slaves in inhuman ways.</p>
<p>COMPARISON 2: Friendly wishes meet you every where and gifts are showered upon you. (3, 6)</p>	<p>She sits on the cold cabin floor watching the children who may all be torn from her the next morning and often does she wish that she and they might die before the day dawns. (3, 7)</p>	

LESSON 2 Close Read

Quote 1	Quote 2	What does Jacobs show about slavery with this contrast?
<p>COMPARISON 3: Some masters give them a good dinner under the trees. (3, 2)</p>	<p>At the appointed hour the grounds are thronged with men, women and children, waiting like criminals to hear their doom pronounced. (3, 2)</p>	
<p>COMPARISON 4: They are your own, and no hand but that of death can take them from you. (3, 6)</p>	<p>On one of these sale days, I saw a mother lead seven children to the auction block. (3, 8)</p>	

2. Why do you think Jacobs chose to focus on New Year’s Day as a way of showing the cruelty of slavery?

LESSON 2 Writing Prompt

Put a check mark next to the sentence if you...

- were pained by Jacobs's contrast between the slaves' experiences on New Year's Day with that of the white slaveholders.
- felt distressed about how a mother might feel if she had no way to keep her children from being abused or taken from her.
- prefer learning about slavery by hearing about Jacobs's everyday life, such as when her brother didn't know whether to listen to his mistress or his father.
- remember Jacobs's bitterness about having to decorate her mistress's house with flowers on the day her father died.

1. Decide which of the following chapters better helped you understand the cruelty of slavery:
 - Chapter 2, where Jacobs shares her family's experiences
 - Chapter 3, where she writes about what New Year's Day was like for enslaved women
2. Stake a claim about which of Jacobs's chapters provides a more powerful argument for the abolition of slavery.

There is no wrong answer here, but be sure to back up your claim with specific examples that Jacobs uses to describe the cruelties of that chapter.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Rules for Writing Prompts

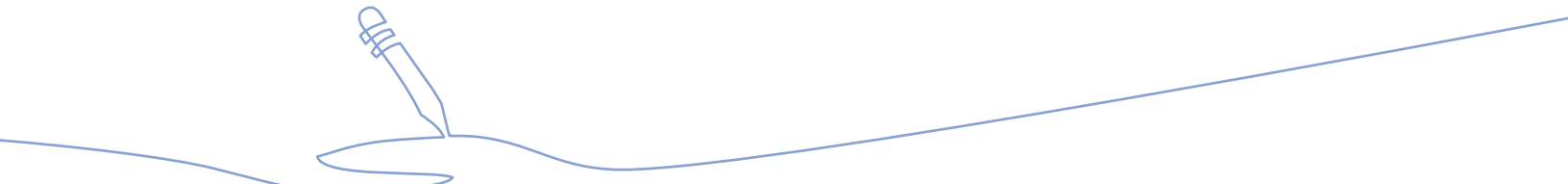
1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Unit 8C, Sub-Unit 3

The Boys' War



Imagine at age 13, 14, or 15, sleeping away from home for the first time in your life—at an army camp during the Civil War. At first these boy soldiers may have welcomed the change from boring farm work, but they had no idea what a fearful adventure war would turn out to be. To keep themselves connected to home, they wrote letters and kept journals about their experiences of war, and now we can experience it through their words.



LESSON 1 OVERVIEW

"I felt strange enough, lying down this my first night in camp. The strange faces and forms....the croaking frogs, cries of the Whip-poor-Will, the glare of the camp fires" (3, 16). No, this 16-year-old wasn't roasting marshmallows at sleep-away camp. He was fighting in the Civil War.

Prep

Before you begin this lesson:

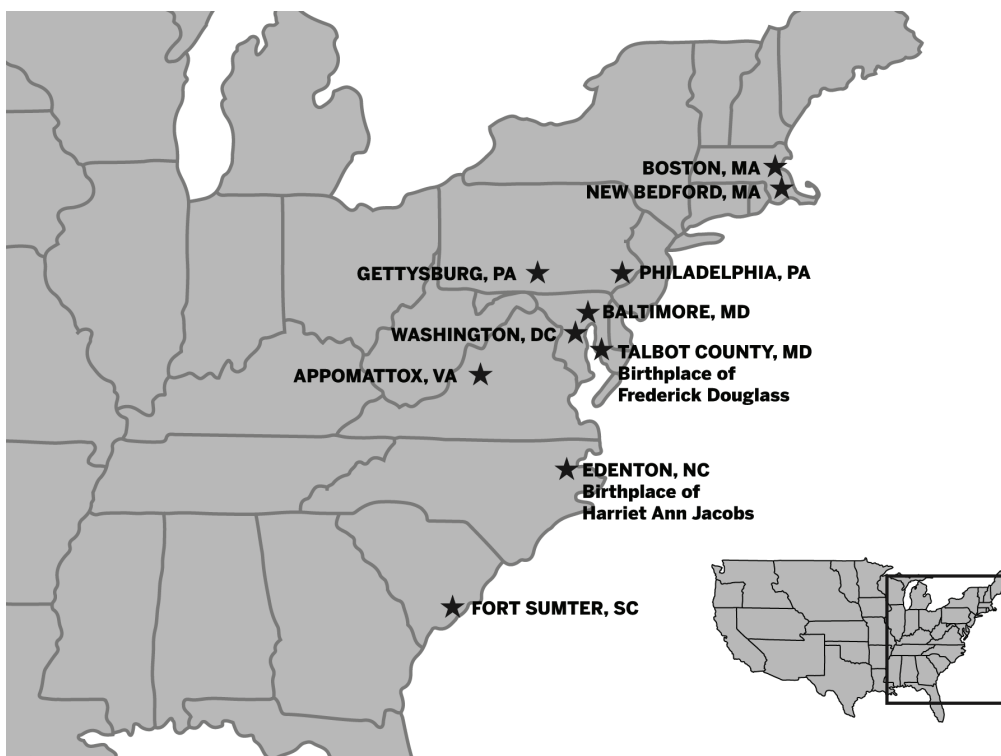
1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 2 Solo.

LESSON 1 Working with the Text

You will read a new text, *The Boys' War* by Jim Murphy, to continue to understand how people in this country rethought our founding documents—rethought what it meant to say that "All men are created equal."

This text will provide key information about the Civil War that will help you understand the next text you'll read—the Gettysburg Address by Abraham Lincoln, delivered in the middle of this war.

This text, along with the maps you'll look at today, will add to your knowledge about the Civil War so that you can appreciate the impact of Lincoln's words in the Gettysburg Address.



LESSON 1 Working with the Text

Fort Sumter is where the war began. The Battle of Fort Sumter was a victory for the rebelling states—the federal government tried to recapture Fort Sumter, but they couldn't.

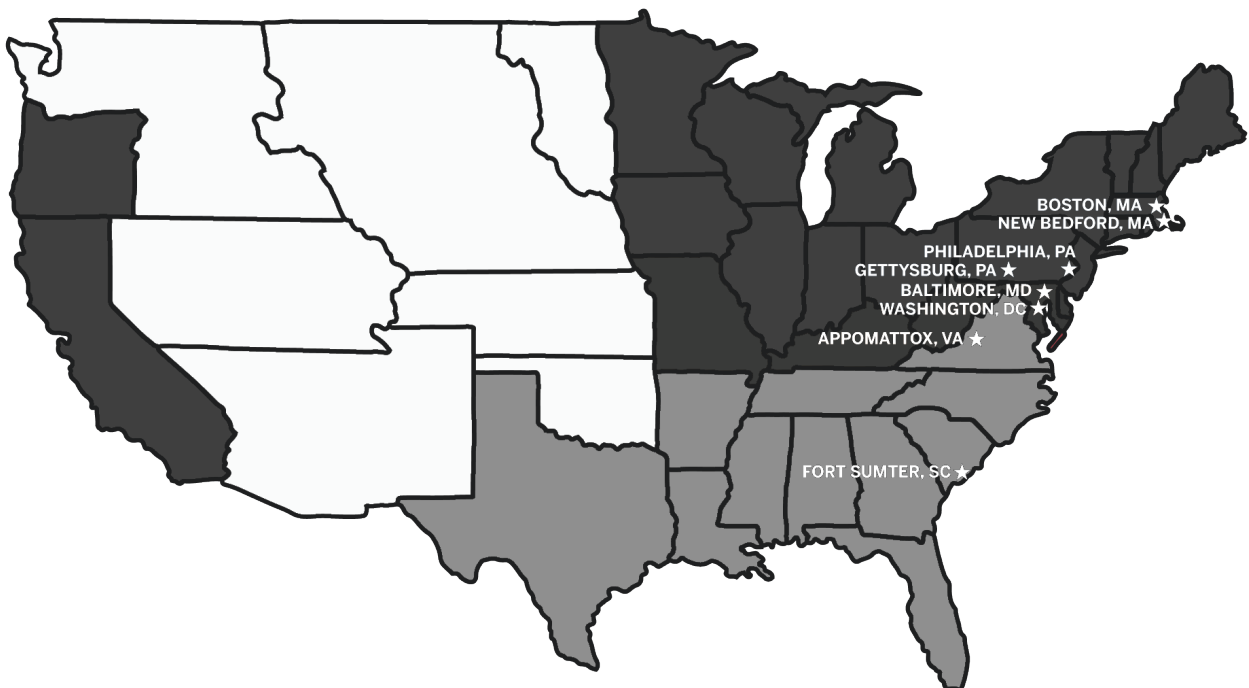
Gettysburg, PA, was the site of another important battle. The Battle of Gettysburg was a turning point in the war that put an end to the South's progress into the North. It was also the scene of the greatest number of casualties of war.

Washington, D.C., is the nation's capital and the seat of the federal government.

Read the preface to *The Boys' War*, "The War Begins," paragraphs 1–12.

Take a crack at the question below. The text has some clues. Or, maybe you just know about this topic from other reading. Part of getting the history straight is figuring out what you know, and where the knowledge—or misconception—comes from.

1. In the American Civil War, the fighting forces of the South were called the Confederate Army, and the forces of the North were called the Union Army. Circle your choice.
 - a. True
 - b. False



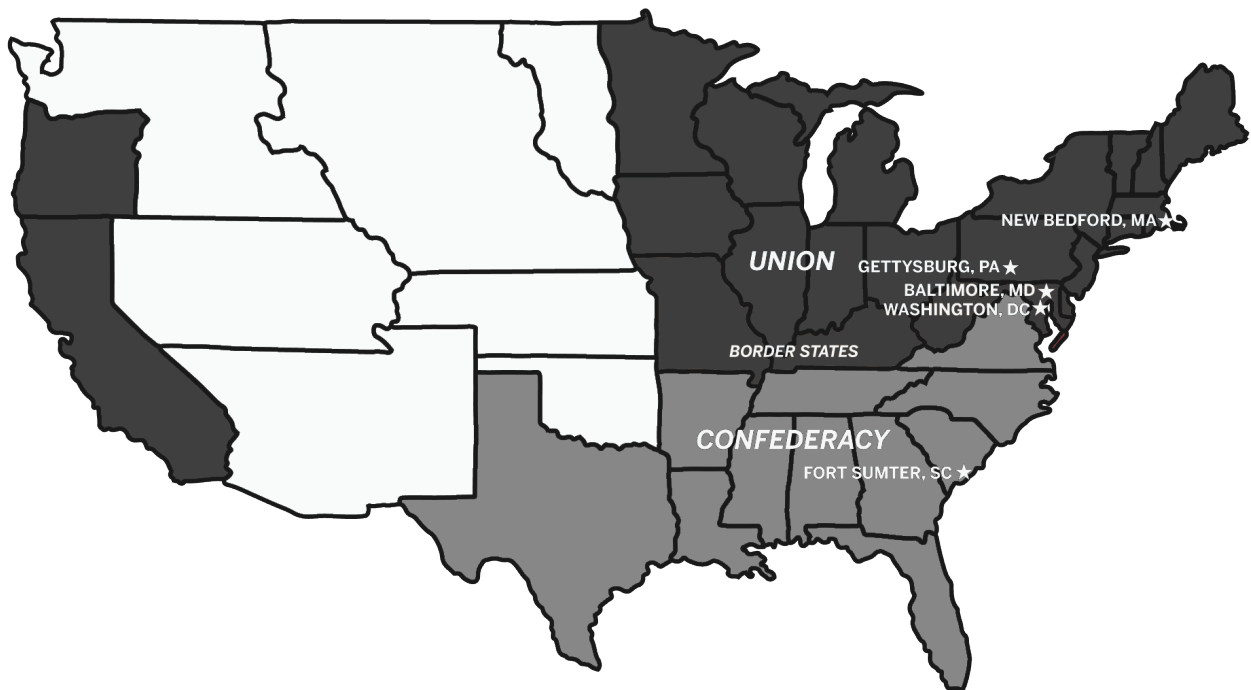
All of the states that are in dark gray or light gray on this map had been part of the United States of America before 1861.

The areas in white were "territories." They were part of the US, but not yet states. They couldn't vote in the Senate and House of Representatives.

The Civil War began when the states in light gray, the Confederacy, decided to break off and form their own country, and the US said no.

The dark gray states that wanted to be part of the US were called the "Union."

LESSON 1 Working with the Text



Read *The Boys' War* Chapter 1, "So I Became a Soldier," paragraphs 1–3.

2. "The Rebs" was another name for which army? Circle your choice.
 - a. The Union, or Northern army
 - b. The Confederate, or Southern army
3. What did the Southern states believe about slavery?

4. What did the Southern states believe about the federal government?

5. Why did the Southern states want to break away from the federal government, from the US?

People often think that disagreements about slavery caused the Civil War. Another way to look at it: The Southern states did not want the federal government, particularly people in the Northern states, saying whether they could have slaves or not.

To simplify this complicated war, we boil the causes down to some combination of slavery and states' rights—otherwise known as: Don't tell me what to do.

750,000 Americans died in the Civil War, killed by other Americans. Of all the Americans who have died during all of the wars throughout our history, more than half died during the Civil War.

LESSON 1 Close Read

Read *The Boys' War* Chapter 3, "What a Foolish Boy," paragraphs 24–34.

1. According to the text, what was the "Rebel Yell"? Circle your choice.
 - a. A popular song written during the first year of the war
 - b. A method of discipline used by Confederate commanders
 - c. A cry many Confederate soldiers made when going into battle

2. According to the text, what did it mean when a soldier "broke rank"? Circle your choice.
 - a. He left his battle formation to run for safety.
 - b. He broke through the other side's formation.
 - c. He threw down his weapons and surrendered.

3. Label each of the following statements about what happened after battle as true or false.
 - Each side would hold funerals for their dead. _____
 - Soldiers would try to rest for the next day's fighting. _____
 - Commanders would tell soldiers what they did right or wrong. _____
 - Some soldiers would search in the dark for the wounded. _____

4. What feelings do you think Elisha Stockwell was expressing with the words, "I would have been glad to have seen my father coming after me"? Cite textual evidence to support your answer.

5. Why do you think the author writes that the Rebel Yell worked well as an "emotionally unifying behavior"? Cite textual evidence to support your answer.

Unit 8C, Sub-Unit 3: *The Boys' War*

LESSON 2 OVERVIEW

The Boys' War includes plenty of gruesome details that capture the physical violence the soldiers encountered, but what about the psychological effects of this experience?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 3, Lesson 1 Solo.

LESSON 2 Working with the Text

You're going to reread the text you read independently before class and answer some additional questions about it in three sections to look carefully at the boys' experience in the following places:

- On the battlefield
- In the prison camps
- In war hospitals

The first section is just about the battlefield conditions. Reread, then answer the questions.

Reread *The Boys' War* Chapter 8, "Prison Bars and the Surgeon's Saw," paragraphs 1–7.

1. Summarize the battlefield conditions.

2. Choose one fact mentioned in the description of the results of battle that disturbs you and explain why.

LESSON 2 Working with the Text

Reread Chapter 8, paragraphs 8–17.

3. Summarize the prison camp conditions.

4. Which of the following pieces of evidence does the author give for how bad conditions were at the Southern prison camp at Andersonville? Circle all that apply.
- a. The later execution for war crimes of the commandant of the prison
 - b. Statistics on the average daily death rate by the prison hospital
 - c. Words of a Confederate boy on how terrible conditions were

5. What was one reason given in paragraph 10 for the lack of food supplied to prisoners in camps? Circle your choice.
- a. Deliveries were stopped by battles.
 - b. Commanders had to stretch food between their own soldiers and prisoners.
 - c. Commanders refused to feed enemy soldiers.
 - d. The climate caused the food supplies to go bad very quickly.

6. In your opinion, which of the conditions of life in a prison camp described in Chapter 8 would be the hardest to deal with? Why?

Reread Chapter 8, paragraphs 18–27.

7. Summarize the conditions for the sick and wounded.

LESSON 2 Working with the Text

- 8. The author states that “Unless absolutely necessary, most soldiers would stay as far away from the doctors as possible and treat themselves as best they could” (23). What evidence does the author provide to support that statement?

Reread this quote from paragraph 8:

“To die alone was something every young soldier feared. Yet those who managed to survive battle, but were taken prisoner or wounded, might have preferred that fate to the one that awaited them.”

- 9. Do you agree or disagree with the author’s statement? _____
- 10. Use two pieces of textual evidence to explain your answer.

LESSON 2 Close Read

Reference *The Boys' War* Chapter 8, “Prison Bars and the Surgeon’s Saw,” paragraphs 1–27.

- 1. When things went wrong for the boy soldiers, who would they have wanted to or tried to turn to for help? List at least three options.

LESSON 2 Close Read

2. Complete the chart, writing three of the people or groups you chose in the last question in the left column. On the right, indicate whether or not you think this person or group would be helpful to the boys and why. Don't forget to refer to evidence from the text.

Person/Group Who Could Have Helped the Boy Soldiers	Helpful/Not Helpful and Why

Now that you have read about the boys' experiences, answer these two questions in preparation for looking at a speech by the president of the United States.

3. After fighting for years, what are some of the thoughts and feelings you think the soldiers on either side of the war might have had about their government (and why)?

- * 4. After years of fighting for their "country" (either the Confederacy or the Union), how do you think the boys felt about the United States of America? Did they feel loyal or disloyal and why?

Unit 8C, Sub-Unit 3: *The Boys' War*

LESSON 3 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 3, Lesson 2 Solo.

LESSON 3 Working with the Text

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8C, Sub-Unit 4

The Gettysburg Address



Now that you've read accounts from Douglass, Jacobs, and the boys who fought in the Civil War, you are in a better position to appreciate the nearly impossible task that Lincoln faced on the battlefield at Gettysburg. His speech had to address the vast range of opinions, interests, and experiences of all Americans in 1863, and somehow bring them together. And he had to do it in the very place where thousands of them had died just four months earlier.



Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 1 OVERVIEW

“All men are created equal.” We looked at the word “equal” as it related (or didn’t relate) to Frederick Douglass in previous lessons. Now, as you work through this lesson, think about the word “equal” and how Lincoln references it in the Gettysburg Address.

Prep

Before you begin this lesson:

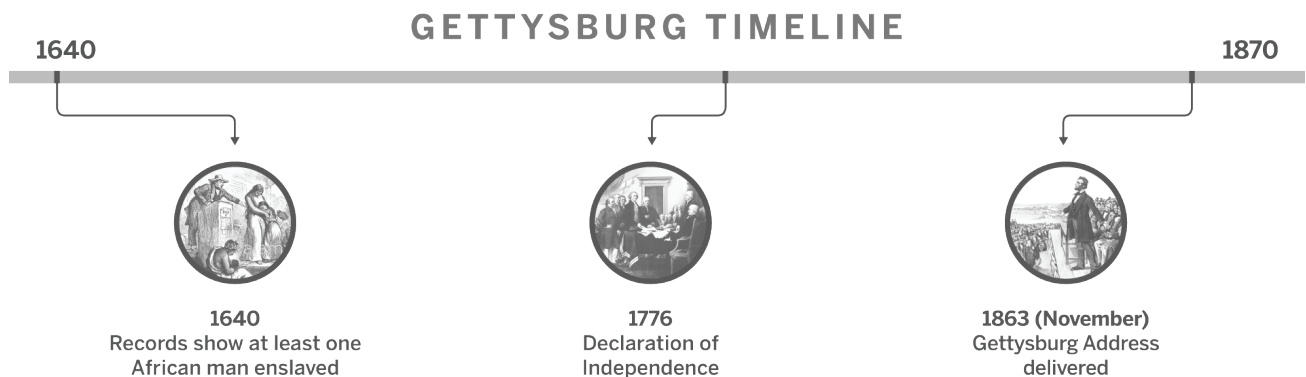
1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 3, Lesson 3 Solo.

LESSON 1 Working with the Text

Today you’re going to read the Gettysburg Address, but first you’re going to read a little bit about this important speech.

The speech was written by President Lincoln. Despite being only three brief paragraphs in length, it is considered to be almost as important in American history as the Declaration of Independence.

The speech can also be categorized as a "prose poem" because of the several layers of meaning that Lincoln wove into every line. You’re going to read the language very closely to appreciate the impact of Lincoln's choices. And you'll use what you know about this time in American history to help you understand what Lincoln was trying to accomplish with this speech.



The Gettysburg Address was delivered in 1863, two years after the start of the Civil War.

87 years before Lincoln delivered the Gettysburg Address, the Declaration of Independence had stated that “all men are created equal.” But the Constitution of the United States, which was written several years after the Declaration, did not ban slavery—slavery was not abolished until Congress passed the Thirteenth Amendment to the Constitution in 1865.

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 1 Working with the Text

The American Civil War was the first mass conflict about the issue of slavery. Lincoln gave this speech 244 years after slavery was introduced in the American colonies.

In the lead-up to the Civil War:

- Abolitionists published accounts of slavery.
- Douglass published his *Narrative*.
- A new political party was formed to stop the spread of slavery.
- The Fugitive Slave Act and the Dred Scott decision made things even worse for all black people.
- Southern states formed a new nation: the Confederate States of America.
- Northern states refused to allow the Southern states to establish a separate country.

The Gettysburg Address was delivered over two years after the war began, so Lincoln was speaking to people who had experienced extraordinary conflict. After he delivered his speech, the war did not end for another one year and five months.

Read **The Gettysburg Address**, sentence 1: “Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.”

NOTE: When Lincoln says “four score and seven,” he means 87. We know this because a score = 20 years, four score = 80, $80 + 7 = 87$.

1. Complete the chart below to paraphrase segments of the first sentence of Lincoln’s speech.

Lincoln’s Text	My Paraphrase
Four score and seven years ago	
our fathers brought forth on this continent	
a new nation	
conceived in Liberty	
and dedicated to the proposition that all men are created equal.	

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 1 Close Read

Read the first two paragraphs of the Declaration of Independence aloud. As you read, highlight or underline any words that help explain why the writers were forming a new nation.

Then, read the first two paragraphs of the Gettysburg Address aloud. As you read, highlight or underline any words that Lincoln uses to describe what was new and special about America 87 years before he delivered his speech.

The Declaration of Independence

The unanimous Declaration of the thirteen united States of America.

WHEN in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. (1 & 2)

The Gettysburg Address

Four score and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. (1 & 2)

Lincoln pushed his audience to think about their common past.

- He wanted this common past to bring Northerners and Southerners together.
 - He could have focused people on the common choice to separate from the British Empire, or the fight against "taxation without representation."
 - Instead, he focused on the idea that "all men are created equal."
1. What do you think Lincoln wanted people to remember when he used the phrase "all men are created equal"? Circle all that apply.
 - a. Everyone is just as smart as everyone else and can be just as successful.
 - b. Everyone should get the same amount of money as everyone else.
 - c. Everyone should be expected to work as hard as everyone else.
 - d. Governments are only fair if they govern with the consent of all the people over whom they govern.
 - e. Everyone is made by God with certain rights that no one else can take away, including life, liberty, and the pursuit of happiness.
 - f. Everyone has the right to abolish their government if it becomes destructive of their rights to life, liberty, and the pursuit of happiness.

LESSON 1 Close Read

2. Explain your answer(s), using evidence from the text.

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 2 OVERVIEW

Do you and your friends ever disagree about something? What would you say to unite everyone? In this lesson, you will think about the language Lincoln uses to try to unite a nation at war with itself.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 4, Lesson 1 Solo.

LESSON 2 Working with the Text

Now you're going to paraphrase the **Gettysburg Address**, paragraph 2. You'll do this in two parts, starting with the first and then moving on to the second. (Your teacher may assign you to complete only one section, or both.)

1. Complete the chart below, filling in your paraphrases for these sentences from the Gettysburg Address: "Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war."

Lincoln's Text	My Paraphrase
Now we are engaged in a great civil war,	
testing whether that nation, or any nation so conceived and so dedicated,	
can long endure.	
We are met on a great battlefield of that war.	

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 2 Working with the Text

Lincoln still sees himself as the South's president, too. He is trying to keep the country together.

2. Complete the chart below, filling in your paraphrases for these sentences from the Gettysburg Address: "We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this."

Lincoln's Text	My Paraphrase
We have come to dedicate a portion of that field,	
as a final resting place for those who here gave their lives	
that that nation might live.	
It is altogether fitting and proper that we should do this.	

You may have noticed that Lincoln uses the word "dedicate" quite a bit. He continues to use this word throughout the rest of the speech. Like the word "equal," it means different things to different people.

3. What is the meaning of the word "dedicate" in the first chart, versus the meaning of the word "dedicate" in the second chart?

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 2 Close Read

In order to fully understand Lincoln's challenge with this speech, you'll need to think more about his audience. You're going to investigate what certain people were dedicated to in the texts that you've been reading.

From the following list of text passages, choose one to investigate. (Your teacher may assign you to a specific text passage.) Circle the text you will work with.

- A. *Narrative of the Life of Frederick Douglass* (Chapter 6, paragraph 3)
- B. *Incidents in the Life of a Slave Girl* (Chapter 1, paragraphs 4–7)
- C. *The Boys' War* (Chapter 1, paragraphs 7–13)
- D. *The Boys' War* (Chapter 3, paragraphs 24–32)
- E. *A Confederate Girl's Diary* (Book 1, paragraphs 39–41)

Find the passage you chose below and complete the assignments in that section. (You do not need to complete any of the other assignments.)

TEXT A: *Narrative of the Life of Frederick Douglass*, Chapter 6, paragraph 3

1. In this passage, what does Frederick Douglass seem to be dedicated to? Use evidence from the text to explain your answer.

2. How open is Frederick Douglass to hearing Lincoln's words? Rate his openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

3. In this passage, what does Mrs. Auld seem to be dedicated to? Use evidence from the text to explain your answer.

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 2 Close Read

4. How open is Mrs. Auld to hearing Lincoln's words? Rate her openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

5. In this passage, what does Mr. Auld seem to be dedicated to? Use evidence from the text to explain your answer.

6. How open is Mr. Auld to hearing Lincoln's words? Rate his openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

TEXT B: *Incidents in the Life of a Slave Girl*, Chapter 1, "Childhood," paragraphs 4–7

1. In this passage, what does Harriet Jacobs seem to be dedicated to? Use evidence from the text to explain your answer.

2. How open is Harriet Jacobs to hearing Lincoln's words? Rate her openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 2 Close Read

- 3. In this passage, what does Jacobs’s first slaveholder seem to be dedicated to? Use evidence from the text to explain your answer.

- 4. How open is Jacobs’s first slaveholder to hearing Lincoln’s words? Rate her openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

TEXT C: *The Boys’ War*, Chapter 1, “So I Became a Soldier,” paragraphs 7–13

- 1. In this passage, what do Southerners seem to be dedicated to? Use evidence from the text to explain your answer.

- 2. How open are Southerners to hearing Lincoln’s words? Rate their openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

- 3. In this passage, what do Northerners seem to be dedicated to? Use evidence from the text to explain your answer.

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 2 Close Read

4. How open are Northerners to hearing Lincoln’s words? Rate their openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

5. In this passage, what do people on both sides seem to be dedicated to? Use evidence from the text to explain your answer.

6. How open are people on both sides to hearing Lincoln’s words? Rate their openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

7. At the end of the passage, what does “One Southern boy” seem to be dedicated to? Use evidence from the text to support your answer.

8. How open is “One Southern boy” to hearing Lincoln’s words? Rate his openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

TEXT D: *The Boys’ War*, Chapter 3, paragraphs 24–32

1. In this passage, what does Elisha Stockwell seem to be dedicated to? Use evidence from the text to explain your answer.

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 2 Close Read

2. How open is Elisha Stockwell to hearing Lincoln's words? Rate his openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

3. In this passage, what do the officers seem to be dedicated to? Use evidence from the text to explain your answer.

4. How open are the officers to hearing Lincoln's words? Rate their openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

5. In this passage, what does Tyler Wise seem to be dedicated to? Use evidence from the text to explain your answer.

6. How open is Tyler Wise to hearing Lincoln's words? Rate his openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

7. In this passage, what do William Chambers and other Confederate soldiers who use the "rebel yell" (or their officers who tolerated it) seem to be dedicated to? Use evidence from the text to explain your answer.

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 2 Close Read

8. How open are William Chambers and other Confederate soldiers who use the “rebel yell” (or their officers who tolerated it) to hearing Lincoln’s words? Rate their openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____
9. In this passage, what do the soldiers, when things go wrong, seem to be dedicated to? Use evidence from the text to explain your answer.
- _____
- _____
- _____
- _____
10. How open are the soldiers, when things go wrong, to hearing Lincoln’s words? Rate their openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

TEXT E: *A Confederate Girl’s Diary*, Book 1, paragraphs 39–41

1. In this passage, what does Sarah Morgan Dawson seem to be dedicated to? Use evidence from the text to explain your answer.
- _____
- _____
- _____
- _____
2. How open is Sarah Morgan Dawson to hearing Lincoln’s words? Rate her openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____
3. In this passage, what do local men destroying property and burning cotton bales seem to be dedicated to? Use evidence from the text to explain your answer.
- _____
- _____
- _____
- _____

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 2 Close Read

4. How open are local men destroying property and burning cotton bales to hearing Lincoln's words? Rate their openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all.

5. In this passage, what do Confederates seem to be dedicated to? Use evidence from the text to explain your answer.

6. How open are Confederates to hearing Lincoln's words? Rate their openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

7. In this passage, what do Yankees seem to be dedicated to? Use evidence from the text to explain your answer.

8. How open are Yankees to hearing Lincoln's words? Rate their openness on a scale of 1 to 6, with 1 = very open and 6 = not open at all. _____

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 3 OVERVIEW

Do you feel dedicated to the word “dedicate” yet? In this lesson, we’ll look at this word in the context of the Gettysburg Address, and try to figure out how and why Lincoln used the word so many times and in so many different ways.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice Guidelines.
3. Complete the Sub-Unit 4, Lesson 2 Solo.

LESSON 3 Working with the Text

You read Lincoln’s first draft of the Gettysburg Address, the Nicolay version, for the last Solo.

Lincoln actually rewrote the Gettysburg Address 5 times before settling on the final draft—what we know as the Bliss version—that was published and distributed all over the country. That is the version that most Americans saw and responded to so enthusiastically—and that is why we consider it the “real” one.

You could spend a whole class examining Lincoln’s edits and trying to figure out what his purpose was, but for now you will focus on the revisions that caught your attention in the first 2 paragraphs.

Reference the **Gettysburg Address**, Nicolay version, paragraphs 1–2, and Bliss version, paragraphs 1–2.

Lincoln made the following changes to the Nicolay version to create the Bliss version:

- “upon” to “on”
- “dedicate a portion of it” to “dedicate a portion of that field”
- “for those who died here” to “those who here gave their lives”
- “that the nation might live” to “that that nation might live”
- “This we may, in all propriety do” to “It is altogether fitting and proper that we should do this”

1. Why did Lincoln make these changes? What effect do these changes have on the meaning or impact of his words?

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 3 Working with the Text

The third paragraph of the Nicolay draft is the longest and most challenging. Read **Gettysburg Address**, Nicolay version, paragraph 3, focusing on what Lincoln was asking his audience to do.

2. What do you think Lincoln was asking his audience to do? Refer to evidence in the text to support your answer. You might try to paraphrase Lincoln's words, or think of the specific actions that he could have had in mind.

3. Which of the following things are *not* specifically referred to in the Gettysburg Address? Circle your choice.
- a. Slavery
 - b. The Gettysburg battlefield
 - c. The soldiers who gave their lives at the battle of Gettysburg
 - d. The year and the language of the Declaration of Independence
4. Who consecrated the ground at Gettysburg? Circle your choice.
- a. The Northern/Union soldiers who fought to hold the union together
 - b. The Southern/Confederate soldiers who fought for democratic principles
 - c. All the soldiers on either side of the battle who gave their lives
 - d. The people who came to listen to Lincoln honor the soldiers

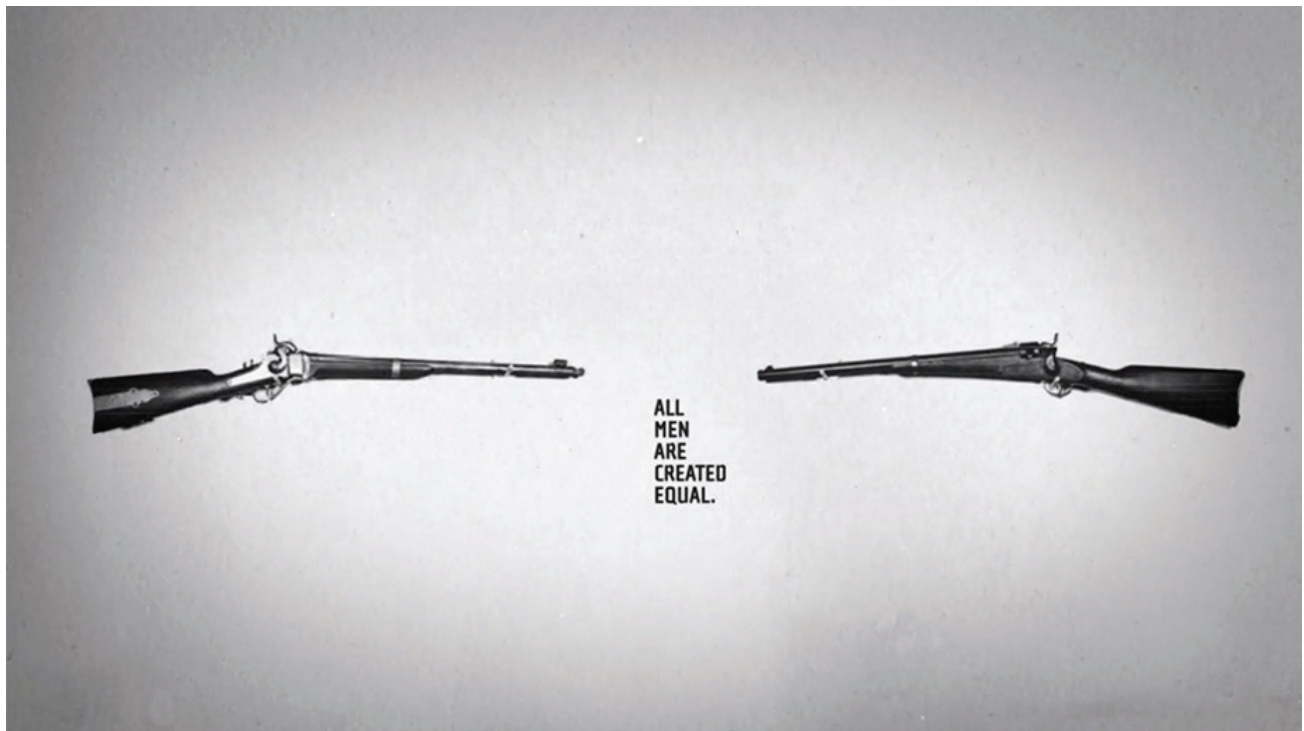
Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 3 Close Read

In 2010, artist Adam Gault made a video inspired by the Gettysburg Address. The images he chose to go along with different sections of the speech tell us what he thinks Lincoln meant by those words. In this lesson, you will review images from the video.

In the video, Gault seems to be suggesting that Lincoln is asking his audience to be dedicated to freeing the slaves and bringing the states together again. But that was primarily what the North was fighting for. And Lincoln was speaking to the whole country.

Lincoln wanted the whole country to come together despite the fact that they were so divided. This speech was a remarkable undertaking by President Lincoln, who issued this call for unity while the war was still raging.

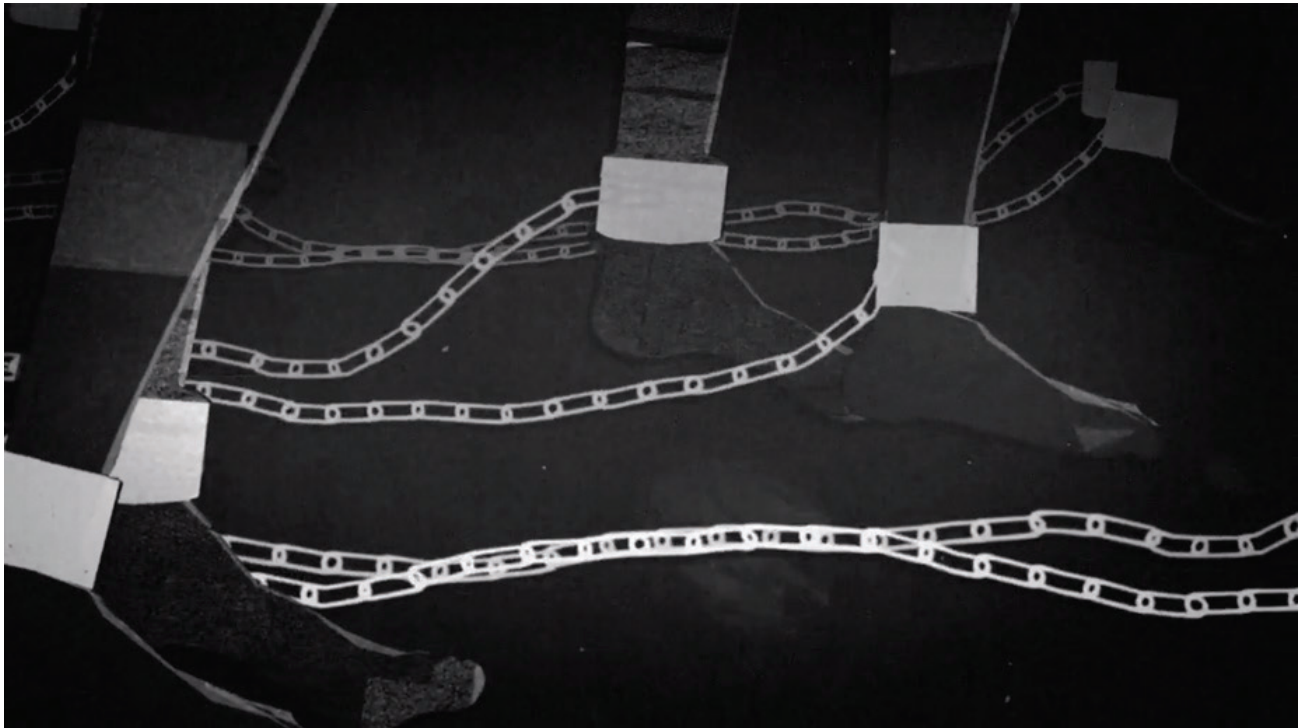


"...dedicated to the proposition that all men are created equal." (1)

1. What point is Gault (the artist) trying to make here?

2. Do you agree with his interpretation of Lincoln's words? Explain your answer.

LESSON 3 Close Read



“It is for us the living, rather, to be dedicated here to the unfinished work...” (3)

3. What point is Gault trying to make here?

4. Do you agree with his interpretation of Lincoln’s words? Explain your answer.

LESSON 3 Close Read

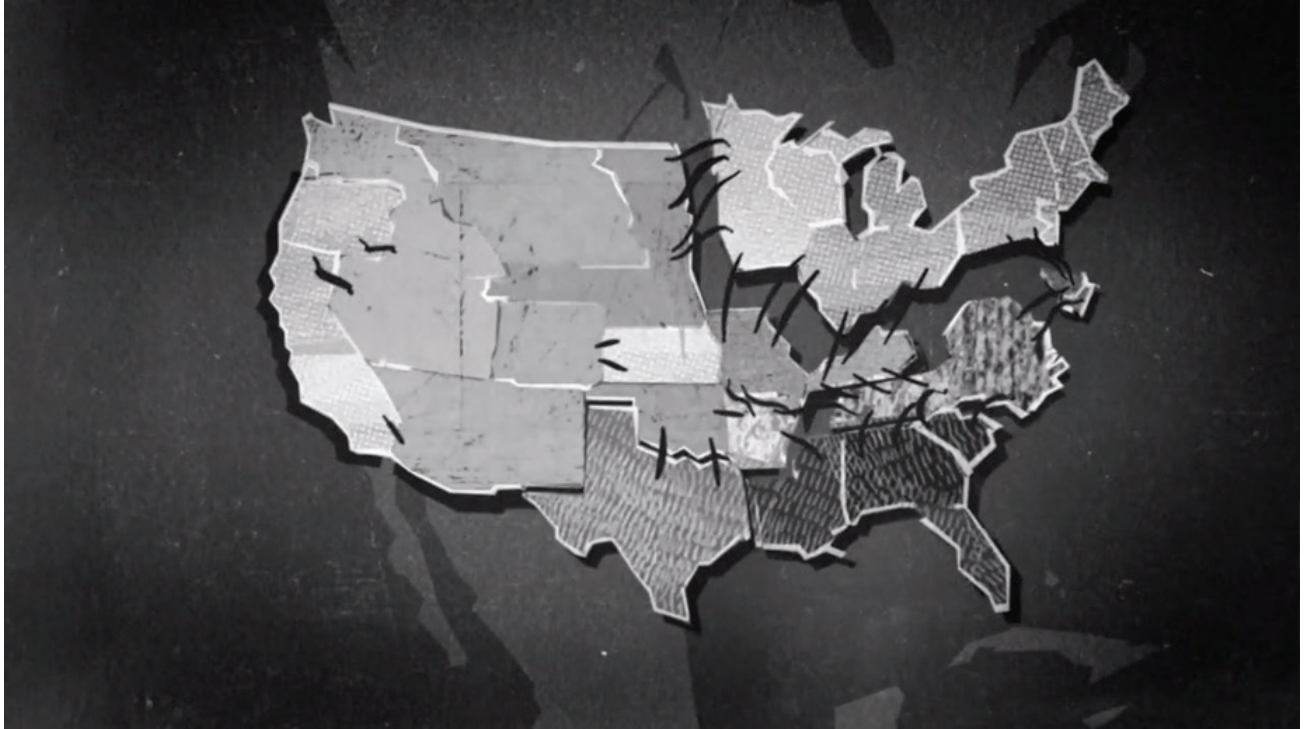


“...so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us...” (3)

5. What point is Gault trying to make here?

6. Do you agree with his interpretation of Lincoln’s words? Explain your answer.

LESSON 3 Close Read



“...we take increased devotion to that cause for which they gave the last full measure of devotion...” (3)

7. What point is Gault trying to make here?

8. Do you agree with his interpretation of Lincoln’s words? Explain your answer.

9. How does the meaning of “dedicate” change toward the end of Lincoln’s speech? What purpose do you think this served?

10. What sense of purpose do you think Lincoln was trying to instill in the people with this speech?

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 4 OVERVIEW

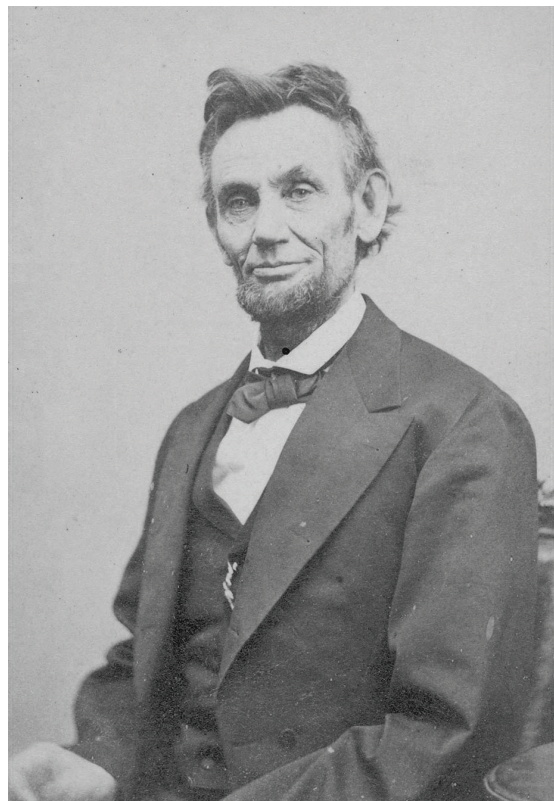
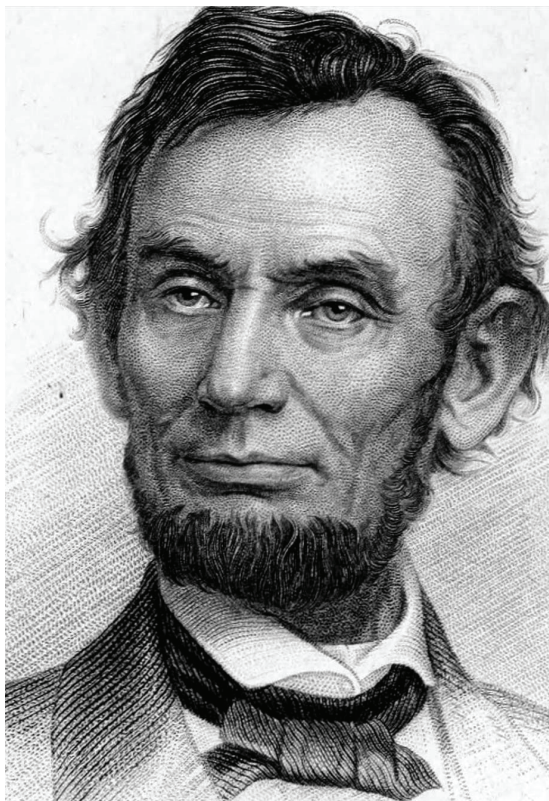
It's all in the delivery. Today, you'll think about how Lincoln delivered the Gettysburg Address, and then get a chance to perform your very own version of the speech.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing and Response Starters.
3. Complete the Sub-Unit 4, Lesson 3 Solo.

LESSON 4 Working with the Text



The Gettysburg Address was a speech delivered by Lincoln in 1863.

He delivered the speech outdoors to a group of people gathered in a place in which over 7,000 people were killed just 5 months earlier.

Audio recordings didn't exist, so we need to imagine what his voice sounded like.

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 4 Working with the Text

Reread the *Gettysburg Address*, Bliss version, paragraphs 1–3.

1. List two or three places in the text you think Lincoln would have emphasized in his speech. Explain your thinking.

2. Describe what you think Lincoln's speech sounded like. Think about his tone of voice and pace. Why do you think he sounded this way? Use the photos and details from the speech to explain your interpretation of Lincoln's style.

LESSON 4 Student Presentation

Today you're going to deliver a part of the Gettysburg Address yourself! First, select a part of the speech you really liked. Your selection should only contain about 3–6 lines of the speech.

1. Write down the lines you selected.

LESSON 4 Student Presentation

- 2. Underline any words you will emphasize in the lines you wrote down.
- 3. What tone of voice and pace will you use? Explain your choices.

- 4. Practice reciting your speech for three minutes.

Remember, as you deliver your selected portion of the speech, your goal is to bring these words to life and engage your audience. Be sure to use appropriate eye contact, adequate volume, and clear pronunciation.

- 5. Deliver your speech to a classmate, friend, or family member using the Rules for Sharing. Ask them to give you feedback using the Response Starters.
- 6. Describe something you learned about yourself, Lincoln, or the speech today.

Unit 8C, Sub-Unit 4: The Gettysburg Address

LESSON 5 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 4, Lesson 4 Solo.

LESSON 5 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8C, Sub-Unit 5

Write an Essay



You've studied Douglass's and Lincoln's writing down to the sentence. Now, it's your chance to find the most powerful way *you* can use words to explain how these famous change-makers crafted their messages.



ESSAY LESSONS: OVERVIEW

Calendar of Essay Lessons

What you'll be doing to write your essay:

Lesson 1	<p>Step 1: Make a claim: Choose a prompt and write a claim statement that summarizes the argument you're making in response to the prompt.</p> <p>Step 2: Gather evidence: Collect evidence to support your claim.</p>
Lesson 2	<p>Step 3: Write body paragraphs: Write two body paragraphs describing and explaining the evidence that supports your claim.</p>
Lesson 3	Essay Flex Day
Lesson 4	<p>Step 4: Gather more evidence: Identify places to add more evidence in your body paragraphs and further textual evidence to support your claim.</p> <p>Step 5: Revise body paragraphs: Add more evidence or develop your evidence further.</p> <p>Step 6: Write your introduction: Write your introduction for your essay.</p>
Lesson 5	<p>Step 7: Write your conclusion: Write your conclusion for your essay.</p> <p>Step 8: Edit your essay: Edit your essay, including correct citation and punctuation of direct quotes.</p> <p>Step 9: Write final copy: Rewrite your essay to create a final copy.</p>

Essay Prompt:

Choose one:

How does Lincoln, in the Gettysburg Address, try to change what his readers/listeners believe about what it means to be dedicated to the American idea that "All men are created equal"?

OR

How does Douglass, in *Narrative of the Life of Frederick Douglass*, try to change what his readers believe about what it means to be dedicated to the American idea that "All men are created equal"?

Unit 8C, Sub-Unit 5: Write an Essay

LESSON 1 OVERVIEW

Douglass and Lincoln were both strategic writers. Whose tactics stood out most to you?

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 1 Lincoln or Douglass

In the Gettysburg Address and *Narrative of the Life of Frederick Douglass*, Lincoln and Douglass tried to change what their readers believed about the American idea that “All men are created equal.”

1. Do you think it will be easier to write about the language choices Lincoln or Douglass used to influence their readers?

2. Write down one or two ways the person you selected tried to change his readers’ beliefs about “All men are created equal.”

LESSON 1 Essay Prompt & Claim

Review the Elements of Your Response to Text Essay:

Elements of Your Response to Text Essay

An introduction to the essay and claim. It includes:

- A lead
- The name of the text(s) and its author(s)
- Relevant background or context of the topic and the texts
- A statement of the claim

Body paragraphs to develop the reasoning and evidence. Each includes:

- Specific textual evidence that supports your claim
- Description of the key parts of your evidence
- Clear explanation of how this evidence supports your claim

A conclusion that wraps up the ideas about the claim/argument. It includes:

- A restatement of the claim
- A final thought

Step 1: Make a claim

1. Choose one of the following prompts.

Essay Prompt:

Choose one:

How does Lincoln, in the Gettysburg Address, try to change what his readers/listeners believe about what it means to be dedicated to the American idea that “All men are created equal”?

OR

How does Douglass, in *Narrative of the Life of Frederick Douglass*, try to change what his readers believe about what it means to be dedicated to the American idea that “All men are created equal”?

Unit 8C, Sub-Unit 5: Write an Essay

LESSON 1 Essay Prompt & Claim

- 2. Now you're going to make a claim about how the writer you chose tries to change what his readers believe. Include two or three choices he makes with language to try to convince his readers. Fill in the blanks to write your claim:

In (text choice) _____, (author choice) _____ wants to change what his readers believe about what it means to be dedicated to the American idea that "All men are created equal."

He does this by (identify two or three choices he makes with language to convince his readers):

- 3. Use the information you filled in above to write a draft of your claim statement. Label it "Claim Statement."

LESSON 1 Gather Evidence

Step 2: Gather evidence

Reference *Narrative of the Life of Frederick Douglass* or the *Gettysburg Address*.

Collect 2–3 pieces of evidence that show how Lincoln or Douglass uses language to try to convince his readers. Copy your evidence into the chart below and write 1–2 sentences explaining what your evidence shows.

Evidence	What the evidence shows

LESSON 2 OVERVIEW

Today, you'll write about exactly *how* Lincoln or Douglass influences his readers.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 2 Write Body Paragraphs

Step 3: Write body paragraphs

Before you begin writing your body paragraphs, spend a few minutes revisiting the claim you wrote in the last lesson. This is what you will want to support and develop as you write your body paragraphs.

This is a draft of your claim. As you write your body paragraphs, your thinking may develop. You'll have a chance to revise or rewrite your claim later.

Today, you are going to write two body paragraphs. Remember that you should focus on developing your topic by describing one or two key relevant and well-chosen pieces of evidence in each paragraph and explaining how it supports your claim.

Reference *Narrative of the Life of Frederick Douglass* or the *Gettysburg Address*.

1. Write two body paragraphs for your essay. For each body paragraph, use one or two pieces of relevant and well-chosen textual evidence to develop your claim. Remember to describe and explain your evidence and to show how it develops your claim.

Refer to Lesson 1 to view your Evidence Chart.

Label these "Body Paragraphs."

Unit 8C, Sub-Unit 5: Write an Essay

LESSON 3 OVERVIEW

Would you like to improve the work you've done so far on your essay? Today, you get the chance to do just that!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 3 Essay Flex Day

This is a Flex Day. Your teacher will direct you to complete a self-assessment, then continue working on your body paragraphs, revise your claim statement, or develop evidence for a counterargument.

LESSON 4 OVERVIEW

Grab your readers' attention so they will want to dive right into reading your essay—and explain your evidence so well they can't help but agree with your claim.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 4 Gather Evidence

Step 4: Gather more evidence

You now have a solid draft of the body of the essay. Next, you're going to read your draft and find two places where you can be even more convincing about your evidence.

1. Reread your body paragraphs. Underline two places to revise. One could be a place where you can add more evidence and the other could be a place where you could develop your evidence further in order to support your claim.
2. Look at the two places that you underlined to revise in your body paragraphs, then go back to the text you are writing about to find more details that could be added to your body paragraphs to support your claim. Highlight or underline those places.

LESSON 4 Revise Body Paragraphs

Step 5: Revise body paragraphs

Now, you are going to spend some time revising your body paragraphs. You will work on adding more description or explanation to your evidence, or adding new evidence to help support your claim. The goal here is to use evidence to convince your reader that your claim is true.

3. For each place you identified as needing revision earlier in this lesson, write 3–5 new sentences that present additional evidence or describe your evidence further. Label these "Body Paragraph Revisions."

Unit 8C, Sub-Unit 5: Write an Essay

LESSON 5 OVERVIEW

A strong conclusion ties your essay together and leaves the reader with something to think about.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos
2. Review the Rules of Sharing and Response Starters.

LESSON 5 Write Conclusion

Step 7: Write your conclusion

Use this as a reference when you write your conclusion.

Elements of a Conclusion—Response to Text Essay

1. A restatement of your claim/argument
2. A final thought for your reader to take away
 - Explain why the ideas in the essay matter.
 - Connect the ideas in the essay to the reader's life.

When you restate your claim, go beyond simply repeating what you've already said. Use new and interesting language and add details to give your reader a more complete understanding of your argument.

Final thoughts can be questions or statements. A good final thought is a new idea that flows logically from your essay. It should give the essay an ending that leaves the reader with something more to think about.

LESSON 5 Editing Your Essay

Step 8: Edit your essay

Use the Editing Directions and Guidelines for Citing and Punctuating a Direct Quote to correct any technical errors in your essay and make sure you've cited and punctuated your quotes correctly.

Editing Directions

1. Arrange what you have written in the appropriate order. Make sure to incorporate your revisions into your body paragraphs, or remove them if you don't want to use them. This list shows you how the pieces you have written will go together:
 - Introduction
 - Body paragraphs with revisions and in the order you prefer
 - Conclusion
2. Read your essay aloud to listen for how sentences work and flow for your reader:
 - Is it clear how each sentence follows from the sentence before it? Rewrite sentences in order to make that connection obvious to the reader.
 - Does your writing sound like a written essay or do you have any words or phrases that sound out of place in a school essay?
3. Refer to the Guidelines for Citing and Punctuating a Direct Quote to make sure you have written your direct quotes correctly.
4. Reread your essay to correct any errors in spelling, punctuation, and grammar that you can find.

LESSON 5 Editing Your Essay

Guidelines for Citing and Punctuating a Direct Quote

Add a comma to separate your introduction to the quote and the direct quote itself.

Only include the end punctuation of your quote if it is a question mark or exclamation point.

In Chapter 4 of *Narrative of the Life of Frederick Douglass, an American Slave*, Douglass reveals to readers how slavery twists peoples' understanding of the values of the United States when he writes, "killing a slave, or any colored person...is not treated as a crime" (Douglass, Chapter 4, 6). Douglass describes one man who killed a slave with a hatchet, "knocking his brains out" (Douglass, Chapter 4, 6) and bragged about it in public. By saying that the killer thought he was supporting his country, Douglass pushes readers to think about what this extrajudicial killing means. For example, the founding fathers write in the Declaration of Independence that everyone has the right to life, liberty, and the pursuit of happiness, and that "to secure these rights, Governments are instituted among Men" (Continental Congress, Declaration of Independence, 2). When Douglass describes these murders, he shows that white citizens think they are supporting their country while depriving slaves of all three rights guaranteed by the Government. Later, he confronts readers with the question directly by including the detail of asking the boys who taught him to read, "Have not I as good a right to be free as you have?" (Douglass, Chapter 7, 4).

Use double quotation marks to show where the quote begins and ends.

When quoting multiple texts in an essay, cite the author name, chapter, and paragraph number in parentheses at the end of the sentence. If quoting only one text in an essay, it is not necessary to include the author's name.

