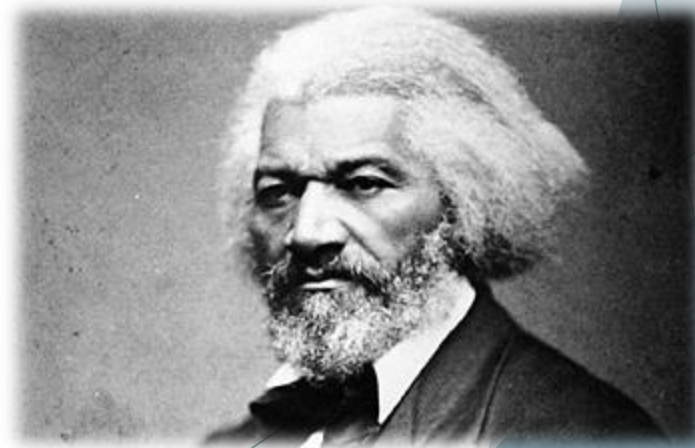


# Narrative of the Life of Fredrick Douglass

B-day Monday, February 26<sup>th</sup>, 2018

C-day Tuesday, February 27<sup>th</sup>, 2018

M3U1L1



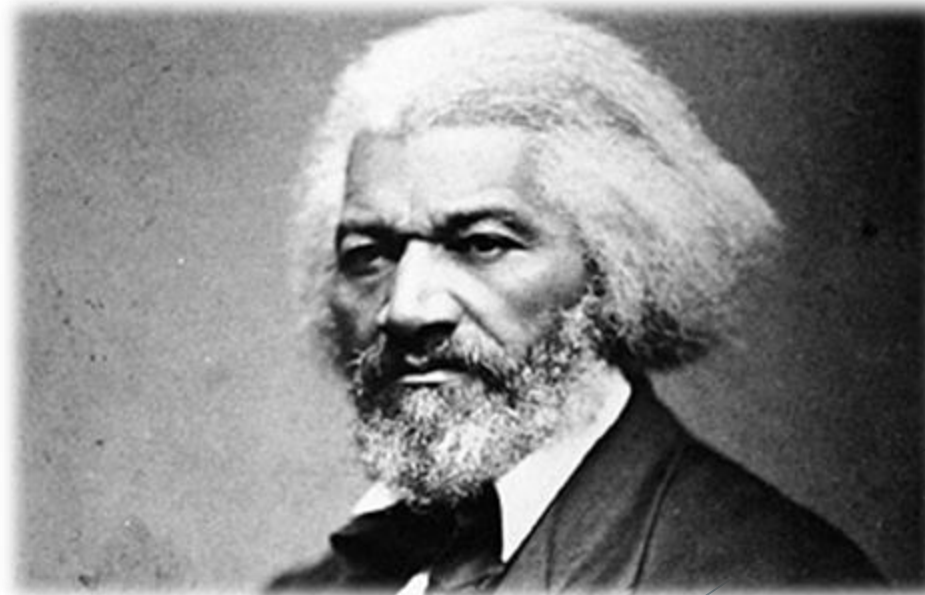
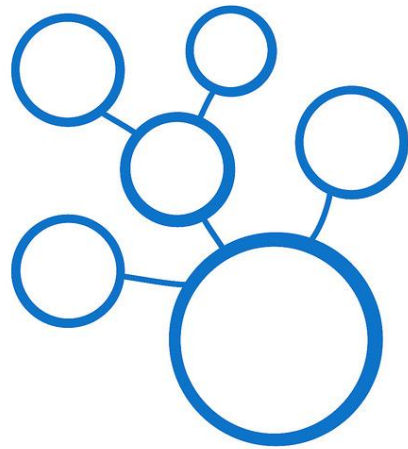


## DO-NOW Learning Targets

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

# Narrative of the Life of Fredrick Douglass (NotLoFD)

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



# Gallery Walk of primary source documents related to our new central text NotLoFD



# Gallery Walk protocol directions

- ▶ Make inferences based on evidence in a series of photographs and primary source documents
- ▶ You will work together in small groups examining the primary sources
- ▶ Record one noticing and one wondering about each primary source on the poster, you have 2-3 minutes





## DO-NOW Learning Targets

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

# Gallery Walk Item 1

Quote from Narrative of the Life of Frederick Douglass

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

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

## Gallery Walk Item 2

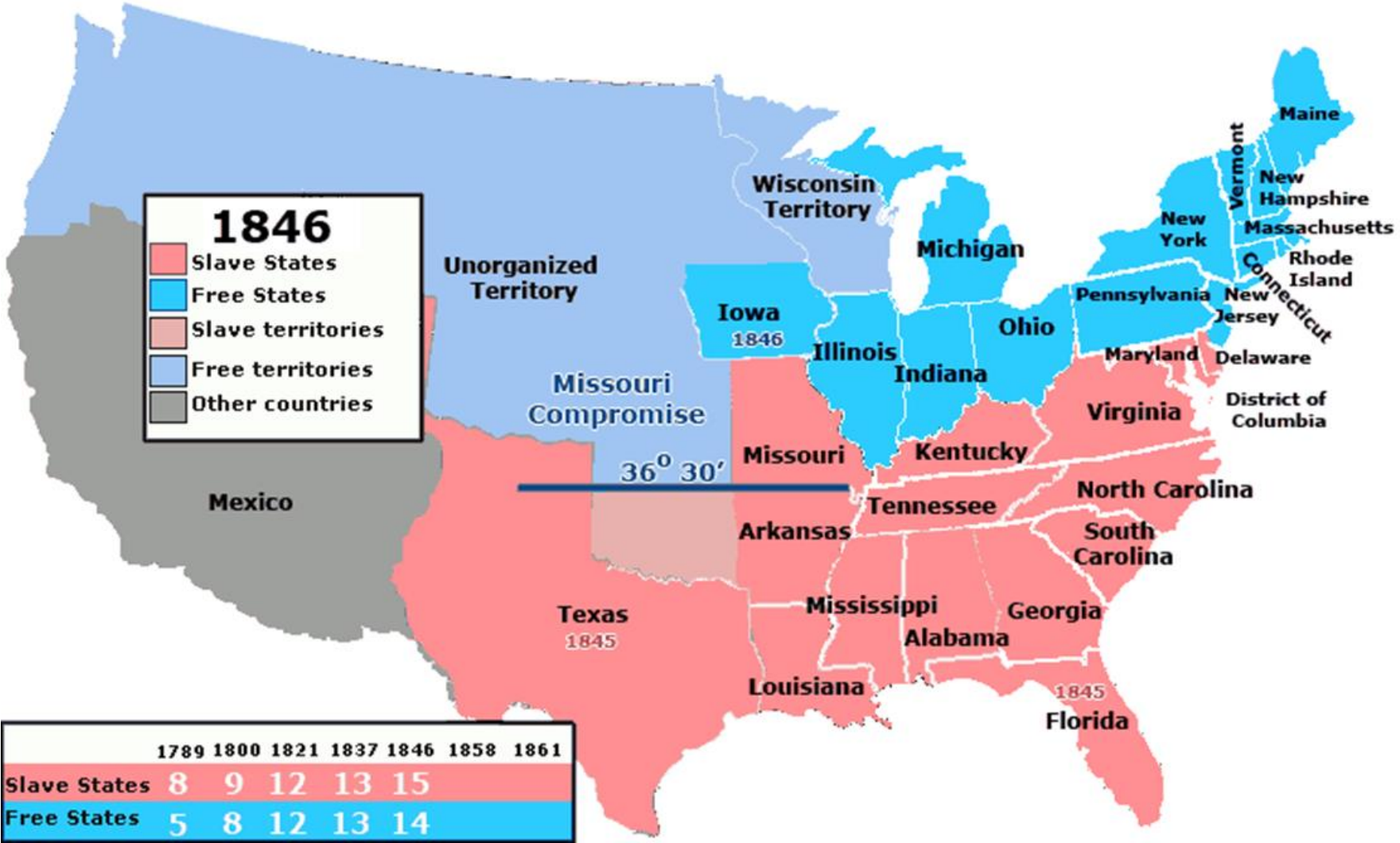
Quote from Narrative of the Life of Frederick Douglass

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

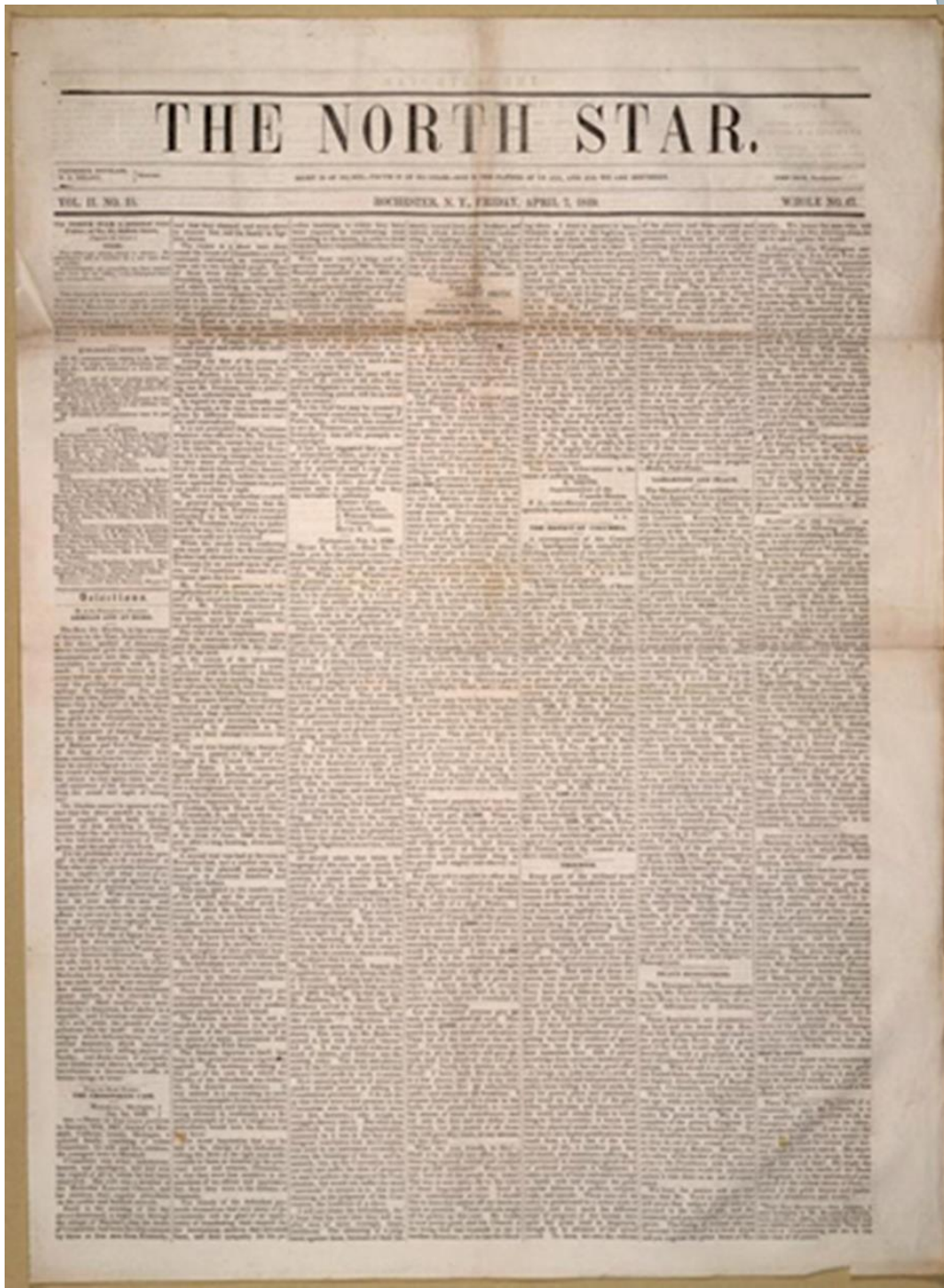
Douglass, Frederick. Narrative of the Life of Frederick Douglass. Boston, Massachusetts: Anti-Slavery Office, 1845. Project Gutenberg. Web.



# Gallery Walk Item 3



# Gallery Walk Item 4



# Gallery Walk Item 5

## Defense of slavery

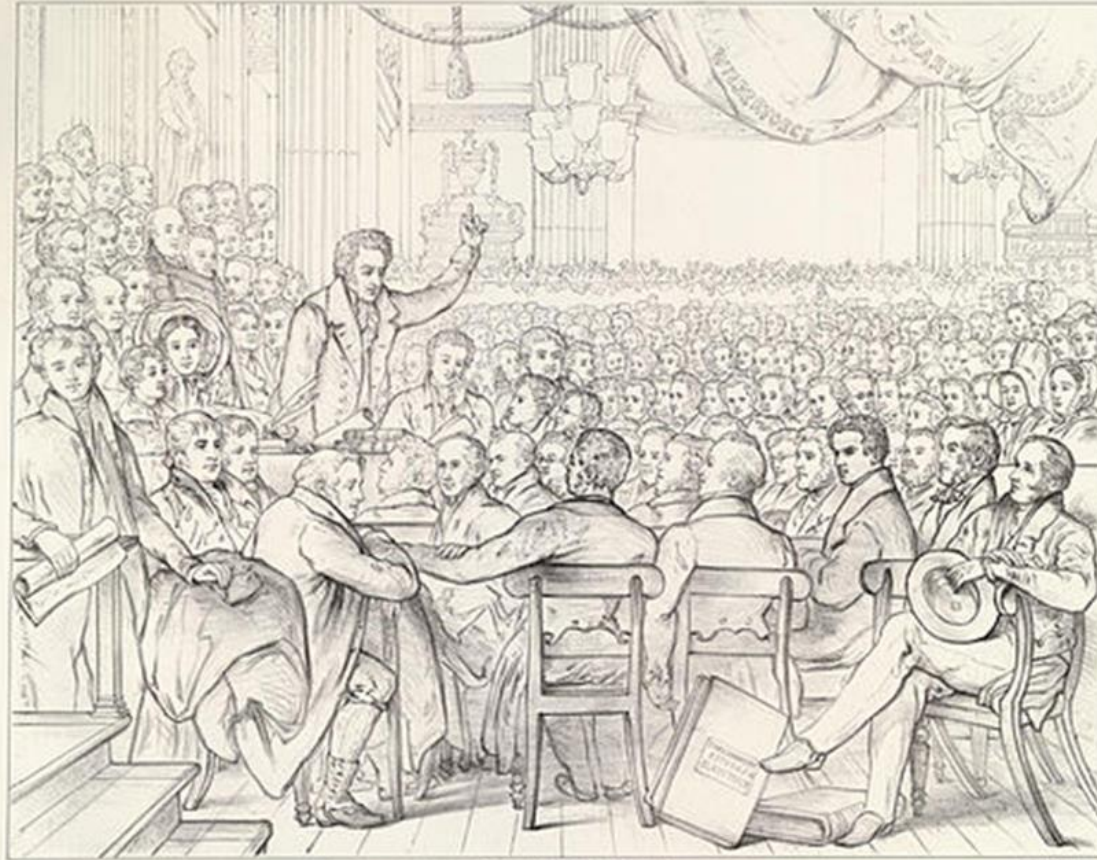
Quotes from “The Universal Law of Slavery” by George Fitzhugh (from Africans in America)

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

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

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

# Gallery Walk Item 6

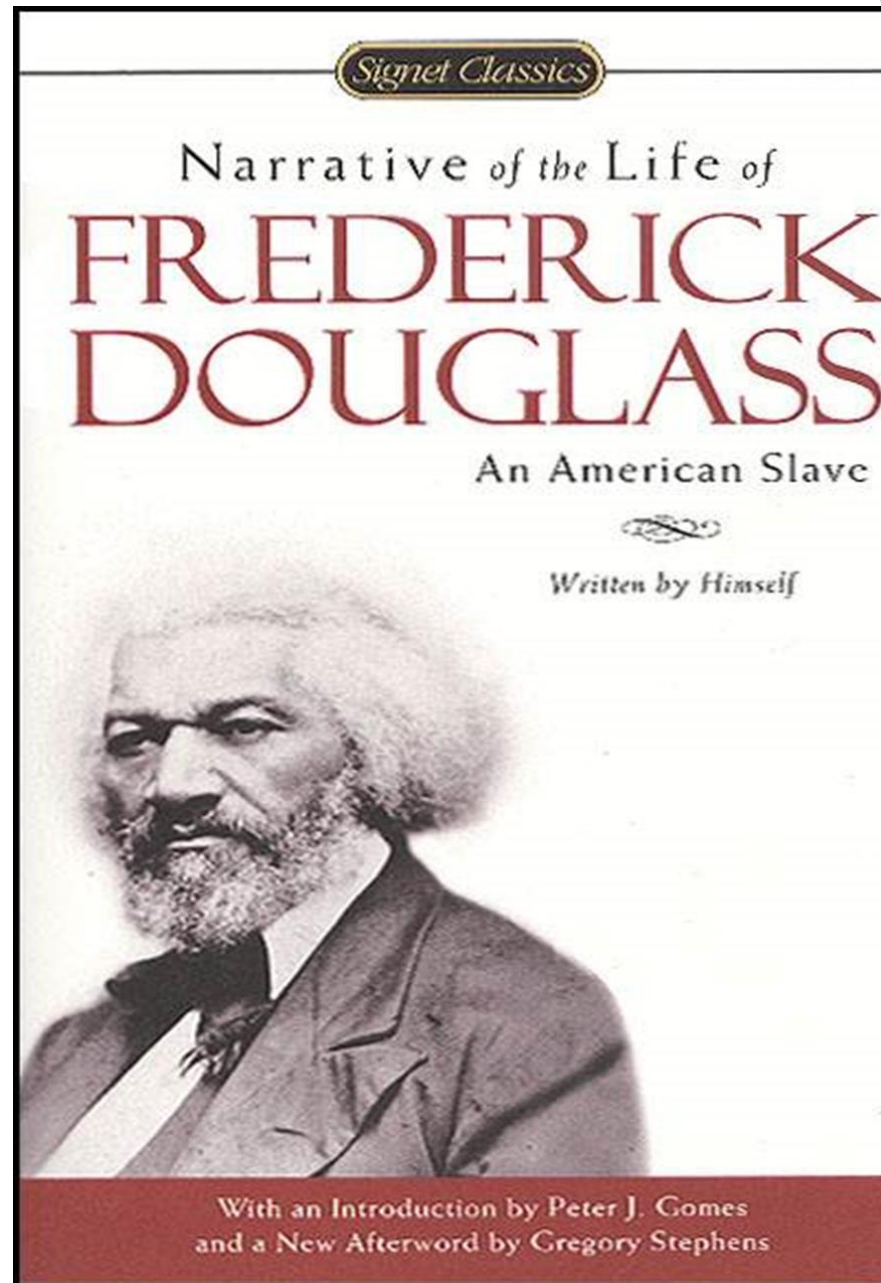


LIBRARY OF THE UNIVERSITY OF CHICAGO  
**ABOLITION OF THE SLAVE TRADE.**  
SPEAKING BEFORE THE HOUSE OF COMMONS ON FEBRUARY 22ND 1807  
THOMAS CLARKSON, JUDGE OF THE COURT  
AFTER THE ORIGINAL PICTURES BY HAYDON.

# Gallery Walk Item 7



# Gallery Walk Item 8

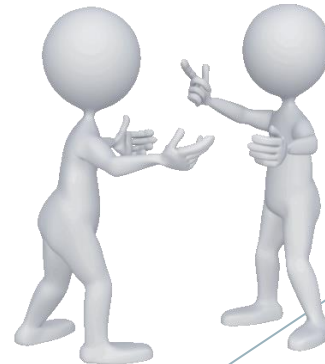


Before we read, let's talk about what we do when we read closely.

# Things Close Readers Do ...



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





## DO-NOW Learning Targets

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



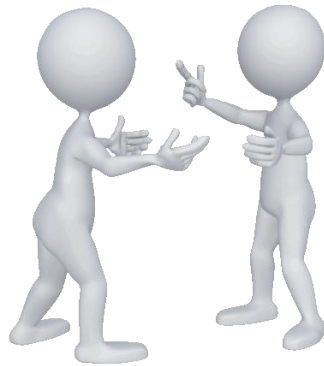
Close Read poem “slaveships” by Lucille Clinton  
*Re-read and analyze this portion of the poem*

loaded like spoons  
into the belly of Jesus  
where we lay for weeks for months  
in the sweat and stink  
of our own breathing

# The Middle Passage

Be ready to share your thoughts on this short video (2:34) about the Middle Passage:

<https://www.youtube.com/watch?v=0IJrhQE6DZk>






## DO-NOW Learning Targets

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



# Exit Ticket - Learning Target Tracker

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



**Homework -  
Find one or two interesting  
facts about Fredrick Douglass and  
Rochester, NY to share with the class.**

