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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Narrative of the Life of Frederick Douglass

based on the autobiography by  
Frederick Douglass

Written by  
Barbara M. Linde, MA Ed.

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## ABOUT THE AUTHOR

### Frederick Douglass

DOUGLASS, Frederick (approximately 1818-1895) Frederick Douglass is thought to have been born in February, 1818 on Holmes Hill Farm in Easton, Maryland. Since Douglass was born into slavery, and slave births were not recorded, there is no accurate verification of his date of birth. His mother, Harriet Baily, was a slave on the Holmes Hill Farm. She gave her son the name Frederick Augustus Washington Bailey. His father was white, and one possibility is that the owner of the farm, Aaron Anthony, was his father.

□

□As a young child, Frederick lived with his grandmother, Betsy Bailey, a short distance from the Holmes Hill Farm. When he was six she had to take him to live with his siblings on the Lloyd Plantation, which was also managed by Aaron Anthony. He rarely had enough to eat and had only meager clothing. His mother died when he was seven, although he did not find this out until much later. □

□

□When he was eight, he was sent to live in Baltimore with Hugh Auld, the brother-in-law of Lucretia Auld, who was Aaron Anthony's daughter. In his new home, Frederick was well treated. He ran errands and cared for the family's two-year-old. Sophia Auld, Hugh's wife, taught Frederick how to read and write. When Hugh found out he made her stop, but Frederick continued learning on his own. He realized that knowledge was the key to freedom. □

□

□At age fifteen Frederick was once again sent to the fields to work. He was considered to be difficult to handle and was sent to a slave breaker. When he was eighteen he was returned to Hugh Auld in Baltimore and was trained to be a ship caulker. He made one unsuccessful attempt to escape. On September 3, 1838, Anna Murray, a free black woman and his fiancée, helped him with his successful escape. He disguised himself as a free sailor and took a train from Baltimore to Philadelphia, then transferred to a train going to New York. Once there, he took the surname Johnson. □

□

□A few days after he arrived in New York, Murray joined him and they were married. They moved to New Bedford, Massachusetts. There he took the surname Douglass. In 1839 he began reading the abolitionist newspaper Liberator. In 1841 he met the publisher, William Lloyd Garrison. By then Douglass was also giving speeches to white abolitionists and the Massachusetts Anti-Slavery Society hired him as a traveling speaker. From 1839 until 1844 he and Anna also had four children. □

□

□Some people did not believe that Douglass had been a slave, because his speech and manner gave the impression that he was well-educated. The Massachusetts Anti-Slavery Society suggested that he write his autobiography, which he did in the winter of 1844-1845. The book became a best seller and received positive critical reviews. Also because of the popularity of the book, Douglass found his life and freedom in jeopardy. He left the country and spent the next two years lecturing in England, Scotland, and Ireland. In December 1846 Ellen and Anna Richardson of Newcastle, England paid Hugh Auld seven hundred dollars for Douglass's freedom. □

□

□Douglass returned from England and began a career as a journalist and publisher. He died in Washington, D. C. on February 20, 1895. His body lay in state in Washington and then was buried in Rochester, New York.

## INTRODUCTION *Narrative of the Life of Frederick Douglass*

This unit has been designed to develop students' reading, writing, thinking, listening, and speaking skills through exercises and activities related to *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to *Narrative of the Life of Frederick Douglass, an American Slave*. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. They are also introduced to the non-fiction assignment. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately 30 pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple-choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a review of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a vocabulary review lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, a lesson is devoted to the extra discussion questions/writing assignments. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**.

Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are **three writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to **inform**. Students will write an autobiographical sketch modeled after Douglass's autobiography. The second writing assignment is to **persuade**. Students will write a speech relating to a topic about which they feel passionate. The third writing assignment is to **express a personal opinion**. Students will explain how well they think the autobiography does what Douglass said he had hoped it would do.

In addition, there is a **non-fiction reading assignment**. Students are required to read a piece of non-fiction related in some way to *Narrative of the Life of Frederick Douglass, an American Slave*. After reading their non-fiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make oral presentations about the non-fiction pieces they have read. This not only exposes all students to a wealth of information; it also gives students the opportunity to practice public speaking.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **resource materials sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of extra class activities the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. Answer keys are located directly after the reproducible student materials throughout the unit.

Note: Some editions of the book contain an Introduction, Notes on the Text, a Preface, additional Letters, and an Appendix. These sections are not treated in this Lit Plan. It is up to the discretion of the individual teacher whether or not to use these sections.

ADAPTATIONS:

Block Schedule

1. Depending on the length of your class periods, and the frequency with which the class meets, you may wish to choose one of the following options:

2. Complete two of the daily lessons in one class period.

3. Have students complete all reading and writing activities in class.

4. Assign all reading to be completed out of class, and concentrate on the worksheets and discussions in class.

5. Assign the projects from the daily lessons at the beginning of the unit, and allow time each day

for students to work on them.

6. Use some of the Unit and Vocabulary Resource activities during every class.

Gifted & Talented / Advanced Classes

1. Emphasize the projects and the extra discussion questions.

2. Have students complete all of the writing activities.

3. Assign the reading to be completed out of class and focus on the discussions in class.

4. Encourage students to develop their own questions.

ELL Students / ELD

1. Assign a partner to help the student read the text aloud.

2. Tape record the text and have the student listen and follow along in the text.

3. Give the student the study guide worksheets to use as they read.

4. Provide pictures and demonstrations to explain difficult vocabulary words and concepts.

5. Conduct guided reading lessons, asking students to stop frequently and explain what they have read.

6. Show the movie version of the novel and help students identify characters and events, and relate the action in their own words. You may want to show the movie without the sound and explain the actions in your own words.

## UNIT OBJECTIVES *Narrative of the Life of Frederick Douglass*

1. Through reading *Narrative of the Life of Frederick Douglass, an American Slave*, students will analyze characters and their situations to better understand the themes of the autobiography.
2. Students will understand and describe the characteristics of an autobiography.
3. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
4. Students will be able to identify cause and effect situations in the autobiography.
5. Students will be able to identify and discuss the tone of the autobiography.
6. Students will practice reading aloud and silently to improve their skills in each area.
7. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
8. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Narrative of the Life of Frederick Douglass, an American Slave*.
9. Students will practice writing through a variety of writing assignments. The writing assignments in this are geared to several purposes:
  - 
  - a. To check the students' reading comprehension
  - 
  - b. To make students think about the ideas presented by the autobiography
  - c. To make students put those ideas into perspective
  - d. To encourage critical and logical thinking
  - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
10. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.



READING ASSIGNMENTS *Narrative of the Life of Frederick Douglass*

Date Assigned	Assignment	Completion Date
	<i>Assignment 1</i> Chapters I-III	
	<i>Assignment 2</i> Chapters IV-VI	
	<i>Assignment 3</i> Chapters VII-IX	
	<i>Assignment 4</i> Chapter X	
	<i>Assignment 5</i> Chapters XI, Appendix	

UNIT OUTLINE *Narrative of the Life of Frederick Douglass*

<b>1</b> Introduction	<b>2</b> Nonfiction Assignment	<b>3</b> PVR Chapters I-III Minilesson: Autobiography	<b>4</b> Study ?s I-III Writing Assignment #1	<b>5</b> PVR Chapters IV- VI Oral REading Evaluation
<b>6</b> Study ?s IV-VI	<b>7</b> Quiz I-VI Writing Conferences PVR VII-IX	<b>8</b> Study?s VII-IX Minilesson:Tone PVR X	<b>9</b> Video	<b>10</b> Study ?s X Minilesson: Cause and Effect
<b>11</b> Writing Assignment #2	<b>12</b> PVR XI-Appendix	<b>13</b> Library for <input type="checkbox"/> Independent Work	<b>14</b> Extra <input type="checkbox"/> Discussion <input type="checkbox"/> Questions	<b>15</b> Quotations
<b>16</b> Writing Assignment #3	<b>17</b> Vocabulary Review	<b>18</b> Unit Review	<b>19</b> Unit Test	<b>20</b> Nonfiction Assignment

Key: P = Preview Study Questions V = Vocabulary Work R = Read

## LESSON ONE

### Objectives

1. To introduce the unit on *Narrative of the Life of Frederick Douglass, an American Slave*
2. To distribute books, study guides and other related materials
3. To complete a KWL related to Frederick Douglass
4. To give students background information about *Narrative of the Life of Frederick Douglass, an American Slave* and slavery

### Activity 1

Distribute books, study guides, and reading assignments. Explain in detail how students are to use these materials.

Study Guide Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the question to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Reading Assignment Sheet You (the teachers) need to fill in the Reading Assignment Sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can duplicate copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Unit Outline You may find it helpful to distribute copies of the Unit Outline to your students so they can keep track of upcoming lessons and assignments. You may also want to post a copy of the Unit Outline on a bulletin board and cross off each lesson as you complete it.

Extra Activities Center The Extra Activities Packet portion of this unit contains suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your classroom where you will keep these materials for students to use. Bring the books and articles in from the library and keep several copies of the puzzles on hand. Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Book Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school.

Notebook or Unit Folder You may want the students to keep all of their worksheets, notes, and other papers for the unit together in a binder or notebook. During the first class meeting, tell them how you want them to arrange the folder. Make divider pages for vocabulary worksheets, Prereading study guide questions, review activities, notes, and tests. You may want to give a grade for accuracy in keeping the folder.

### Activity 2

Ask students to tell you what they know about slavery the United States in the early to mid 1800s, and anything they know about Frederick Douglass in particular. Do a group KWL with students (included in this Lit Plan.) Write any information the students know in the K column (What I Know). Ask students what they want to find out and write those questions in the W column (What I Want to Find Out.) Keep the KWL sheet and refer back to it as students read the book. After

## WRITING ASSIGNMENT #1 *Narrative of the Life of Frederick Douglass*

□

### PROMPT

□ *Narrative of the Life of Frederick Douglass, an American Slave* is an autobiography. The author and narrator, Frederick Douglass, writes about the important people and details in his life. He includes information about his thoughts and feelings as well. Your writing assignment is to write an autobiographical sketch. Douglass's autobiography covered many years of his life. However, your sketch will only cover a short period of time, perhaps a year or two.

□

### PREWRITING

□ Make a timeline that starts with your birth and continues through the present time. Record as many important events on the timeline as you can. Write down the dates if you remember them.

□ Choose a period of time, such as a year, to write about. Circle that period on your timeline. Then make a separate list of all the events on the timeline for that year. Include details about the people and places involved in each event. Also include your thoughts and feelings.

### DRAFTING

□ Write your first draft. Refer to the timeline and list you developed as you write. Completely describe one event before you move on to the next one. Check to make sure you are including your thoughts and feelings. Use as many descriptive words and images as you can. You may want to use a thesaurus to help you get a variety of words and their exact meanings.

□

### PEER EDITING

□ When you finish the rough draft of your autobiographical sketch, ask another student to read it. After reading your rough draft, the student should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Your reader should also be able to summarize the main events in your autobiographical sketch. Reread your text considering your critic's comments, and make the revisions you think are necessary.

□

### PROOFREADING/EDITING/FINAL DRAFT

□ Do a final proofreading of your autobiography, double checking your grammar, spelling, organization, and the clarity of your ideas. Turn the piece into your teacher for grading. Follow your teacher's guidelines for completing the final draft of your piece.