



EXPEDITIONARY  
LEARNING

# Grade 7: Module 3: Unit 2: Lesson 8

## Analyzing Douglass's Purpose: Excerpt 4



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can use correct grammar and usage when writing or speaking. (L.7.1)
- I can determine an author’s point of view or purpose in informational text. (RI.7.6)
- I can analyze how the author distinguishes his/her position from others’. (RI.7.6)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)

**Supporting Learning Targets**

- I can analyze how specific sections of *Narrative of the Life of Frederick Douglass* convey Douglass’s position on slavery.
- I can identify key components of the narrative arc that summarize the story.
- I can analyze how Douglass uses figurative language to convey meaning in *Narrative of the Life of Frederick Douglass*.
- I can correct my writing so that all sentences are complete.

**Ongoing Assessment**

- Excerpt 4 Text and Questions: The Fight with Covey
- Excerpt 4 Analysis note-catcher



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Debriefing Excerpt 4 Third Read Questions (5 minutes)</p> <p>2. Work Time</p> <p>A. Completing Excerpt 4 Analysis Note-catcher (25 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Mini Lesson: Writing Complete Sentences (15 minutes)</p> <p>4. Homework</p> <p>A. Complete Excerpt 4 constructed response</p>	<ul style="list-style-type: none"><li>• This is the final lesson that focuses on Excerpt 4. Students briefly discuss the third read questions they completed for homework. Then, they return to their small groups from Lesson 4 to complete the Excerpt 4 Analysis note-catcher.</li><li>• If you are not having your students read Excerpt 5, have students complete a figurative language card for the word wall using Excerpt 4. See Lessons 9 and 10 for necessary materials and ideas on the types of instruction that support this.</li><li>• As students work in groups, circulate to notice how they are doing with the skills that will be assessed on the Mid-Unit 2 Assessment Part 2: using context and roots to determine the meaning of words they encounter while reading, analyzing how Douglass uses figurative language and word choice to convey meaning, and analyzing how a particular excerpt conveys Douglass's overall purpose in the <i>Narrative</i>.</li><li>• In the Closing and Assessment, you provide instruction on writing in complete sentences and fixing sentence fragments and run-on sentences via a mini lesson. Use what you noticed on the Complete Sentences Practice worksheet and the Excerpt 3 constructed response to decide how to focus your instruction. The mini lesson you plan should identify one or two common errors, model how to correct these errors, and provide students with a chance to practice this—either by correcting errors you marked on their Excerpt 3 constructed response or by correcting errors on their Complete Sentences Practice worksheet. Students will benefit much more from correcting one or two sentences carefully than from correcting many grammar errors, so plan the lesson to provide them with a specific focus for their work. Then, make sure students understand they need to write this type of sentence correctly in the Excerpt 4 constructed response completed for homework.</li><li>• In advance: Review Excerpt 4 Close Reading Guide, Third Read (for teacher reference; from Lesson 7) and Excerpt 4 Analysis note-catcher (answers, for teacher reference); develop mini lesson for Closing and Assessment (see above).</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Excerpt 4 Close Reading Guide, Third Read (from Lesson 7, one to display)</li> <li>• Group Work anchor chart (begun in Lesson 4)</li> <li>• Excerpt analysis roles (from Lesson 4)</li> <li>• Excerpt analysis group assignments (from Lesson 4; one to display)</li> <li>• Excerpt 4 Analysis note-catcher (one per student and one to display)</li> <li>• Excerpt 4 Analysis note-catcher (answers, for teacher reference)</li> <li>• Complete Sentences Practice worksheet (from Lesson 7; returned this lesson with teacher feedback)</li> <li>• Excerpt 3 constructed response (from Lesson 5; returned in this lesson with teacher feedback)</li> <li>• Excerpt 4 Constructed Response: The Fight with Covey (one per student)</li> <li>• Excerpt 4 Constructed Response: The Fight with Covey (answers, for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Debriefing Excerpt 4 Third Read Questions (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their homework and check it against the displayed <b>Excerpt 4 Close Reading Guide, Third Read</b>.</li> <li>• Point out that the conversations they had in class should have helped them write full and accurate answers to these questions.</li> <li>• Depending on how much debriefing you did in Lesson 7, you may wish to review questions with which students struggled. It is particularly important that students have a solid understanding of the answers to Questions 3, 4, 11, and 12 and the final question about how the whole excerpt supports Douglass's positions.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Completing Excerpt 4 Analysis Note-catcher (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the <b>Group Work anchor chart</b> and <b>excerpt analysis roles</b> and remind them of specific strengths you saw in their group work in Lesson 4.</li><li>• Tell them that today they will work in the same groups and use the <b>Excerpt 4 Analysis note-catcher</b> to synthesize their understanding of Excerpt 4.</li><li>• Display <b>excerpt analysis group assignments</b> so each student knows his or her role. Remind students of where each group meets, and invite students to move quietly to meet with their groups.</li><li>• As groups work, walk around and provide support as needed. Once most students are finished with their individual tasks, prompt them to begin sharing their work with their group members. Group members should ask clarifying questions and give feedback to each person, noting if something is missing or needs to be corrected.</li><li>• As students work in groups to complete the note-catcher, circulate to ask probing and prompting questions. The <b>Excerpt 4 Analysis Note-catcher (answers, for teacher reference)</b> may be helpful to you</li><li>• Listen for examples of strong group work. Once most groups finish sharing and debriefing, congratulate the class on successfully working in groups of three today. Name examples of students following the norms from the Group Work anchor chart.</li><li>• Ask students to share out ideas for each box on the chart and the narrative arc. There may be multiple examples used for the "how" column. Focus on having students explain how they analyzed their evidence. This analysis—not just how evidence supports a position, but how it disproves another position—is complex and the foundation for the essay they will write later in this unit.</li><li>• Scribe answers for students on the displayed Excerpt 4 Analysis note-catcher.</li></ul>	<ul style="list-style-type: none"><li>• Graphic organizers like the Excerpt Analysis note-catcher provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning, and to engage students more actively.</li><li>• Use of protocols for small group work allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Mini Lesson: Writing Complete Sentences (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Use this time to return the <b>Complete Sentences Practice worksheet</b> and <b>Excerpt 3 constructed response</b>. By delivering a mini lesson about sentence structure, addresses the needs you see in your class (consider: recognizing and correcting sentence fragments and run-on sentences).</li> <li>Remind students to use what they are learning—both about sentence structure and about constructed responses—as they write the <b>Excerpt 4 constructed response</b>, which is their homework. The supporting materials include an exemplar answer, which may be helpful for you here or later, as you are assessing the work. See <b>Excerpt 4 constructed response (answers, for teacher reference)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Exemplars provide a clear vision of the expectation for students.</li> <li>Reviewing previous work allows students to understand if they are below, meeting, or exceeding standards.</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>Complete Excerpt 4 constructed response.</li> </ul>	



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## Supporting Materials



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Excerpt 4 Analysis Note-catcher

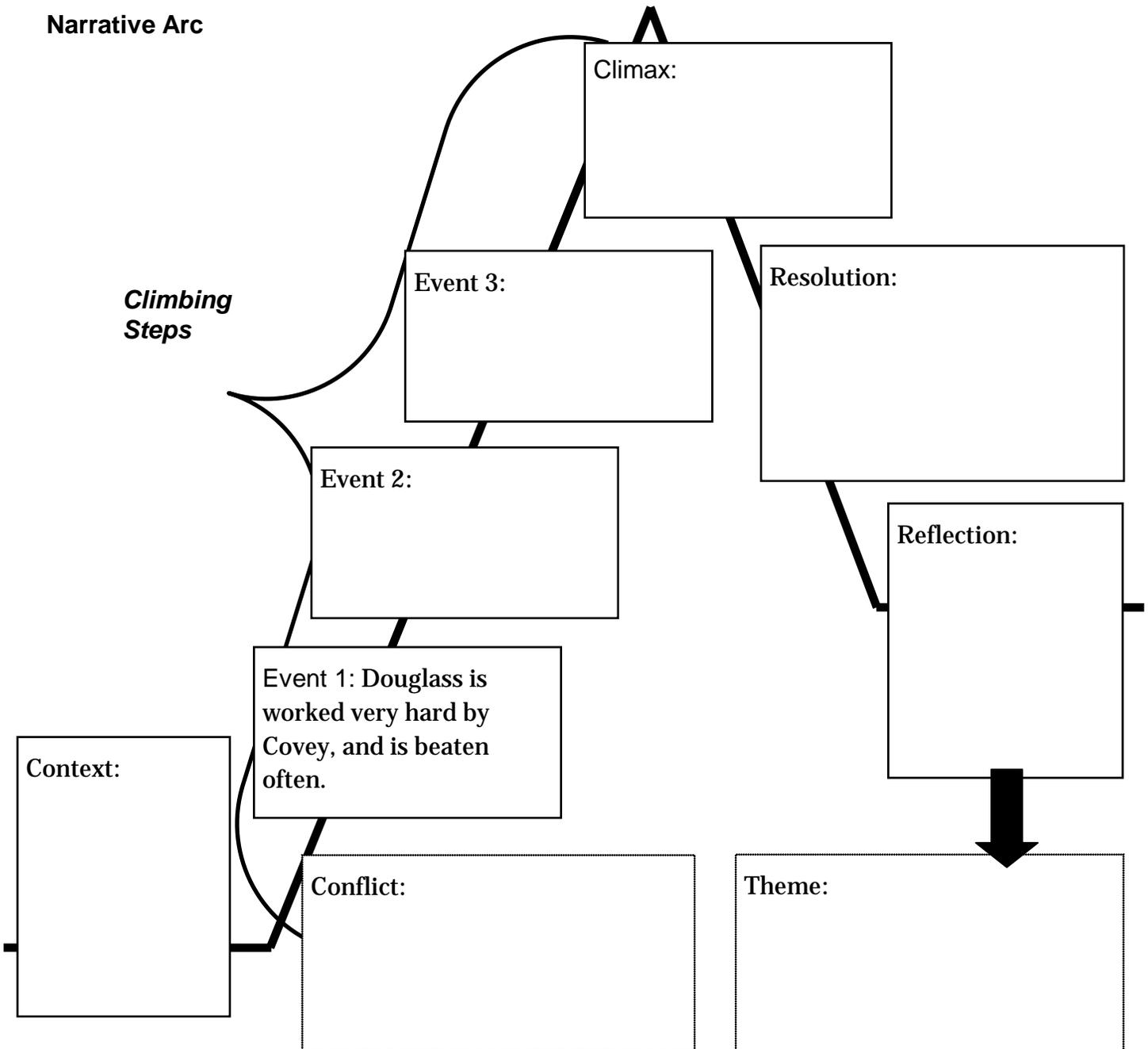
Name:

Date:

What does Douglass say? (see narrative arc on the back) What is this excerpt about?		
<b>Position: Why does he say it?</b> <i>(Briefly explain the connection between this excerpt and each of the two positions listed below.)</i>	<b>Evidence: What words, phrases, and sentences show his position?</b> <i>(Choose one or two quotes for each position; give source and briefly state what each refers to.)</i>	<b>Analysis: What is the position that Douglass is trying to disprove?</b> How does this quote prove that this position is incorrect?
Slavery corrupts slave owners		
Slavery was terrible for slaves		

Excerpt 4 Analysis Note-catcher:  
Narrative Arc

**Narrative Arc**





Excerpt 4 Analysis Note-Catcher  
(Answers, for Teacher Reference)

“The Fight with Covey” in *Narrative of the Life of Frederick Douglass*, Chapter 10, Paragraphs 1–3, 5, 6, 10–13

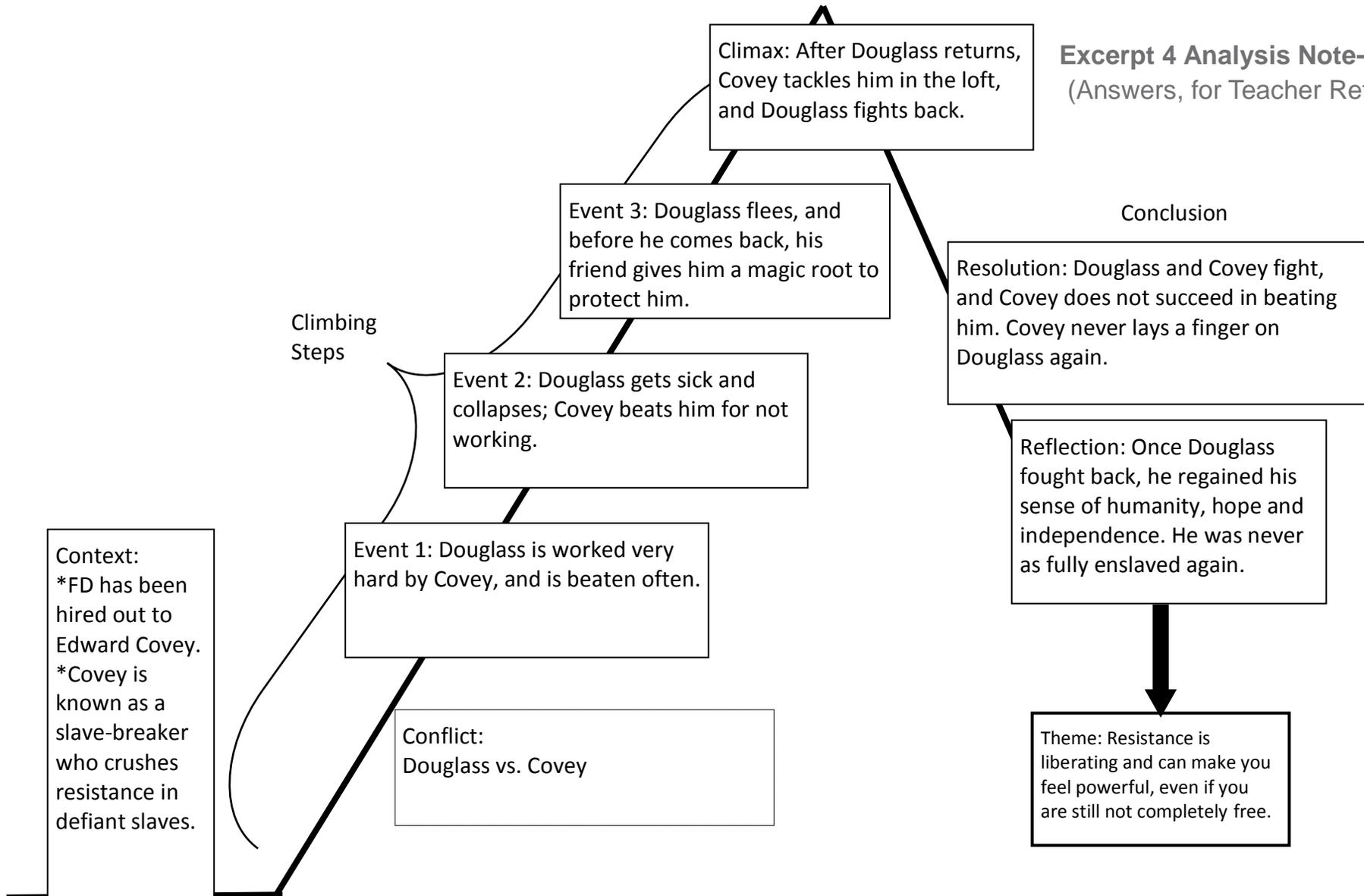
What does Douglass say? (See narrative arc on the back) <i>What is this excerpt about?</i>		
<b>Position:</b> <b>Why does he say it?</b> <i>(Briefly explain the connection between this excerpt and each of the two positions listed below.)</i>	<b>Evidence: What words, phrases, and sentences show his position?</b> <i>(Choose one or two quotes for each position; give source and briefly state what each refers to.)</i>	<b>Analysis: What is the position that Douglass is trying to disprove?</b> How does this quote prove that this position is incorrect?
Slavery corrupts slave owners Covey is cruel and shows no compassion. He is described as sneaky, and he beats Douglass when he is sick. In addition, he does not fight fair: he tries to get other slaves to hold Douglass down so he can tie him up.	Excerpt 4, Paragraph 8 “He came to the spot, and, after looking at me awhile, asked me what was the matter. I told him as well as I could, for I scarce had strength to speak. He then gave me a savage kick in the side, and told me to get up. I tried to do so, but fell back in the attempt. He gave me another kick, and again told me to rise.” (describes what Covey did when he found Douglass sick and unable to work)	People who defend slavery probably believe that slavery was good for slave owners. This quote shows that Covey, the overseer, was made very cruel and lost all compassion as he sought to break and control the slaves. Douglass collapsed from heat and exhaustion when working and staggered into the shade. When Covey found him, he showed no sympathy for this illness, but instead kicked him brutally. This shows that slavery corrupted slave owners so much that they responded cruelly even to ill slaves.



Excerpt 4 Analysis Note-catcher  
(Answers, for Teacher Reference)

<p>What does Douglass say? <i>What is this excerpt about?</i></p>	<p>(See narrative arc on the back)</p>	
<p><b>Position:</b> <b>Why does he say it?</b> <i>(Briefly explain the connection between this excerpt and each of the two positions listed below.)</i></p>	<p><b>Evidence: What words, phrases, and sentences show his position?</b> <i>(Choose one or two quotes for each position; give source and briefly state what each refers to.)</i></p>	<p><b>Analysis: What is the position that Douglass is trying to disprove?</b> How does this quote prove that this position is incorrect?</p>
<p>Slavery was terrible for slaves When Douglass was worked so hard and whipped so often, he lost his hope and sense of humanity. He described himself as a beast. Also, Douglass describes how terribly he was beaten, and how he was beaten for not working even when he was too sick to work.</p>	<p>Excerpt 4, Paragraph 5 “Mr. Covey succeeded in breaking me. I was broken in body, soul, and spirit. My natural elasticity was crushed, my intellect languished, the disposition to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute!” (Douglass describing how he was changed by being on Covey’s farm for some months)</p>	<p>People who defended slavery probably believed that slavery wasn’t that bad for slaves. This quote shows how the difficult physical conditions of slavery affected slaves’ minds and emotions. Douglass explains that under these difficult conditions, his brain and curiosity and desire to read faded, as did his hope. He even says the he became a brute—more animal than human. This directly responds to the idea that slavery wasn’t that bad—circumstances that crushed someone’s intellect and made them into an animal are clearly terrible.</p>

**Excerpt 4 Analysis Note-catcher**  
(Answers, for Teacher Reference)





**Excerpt 4 Constructed Response: “The Fight with Covey”**  
(Answers, for Teacher Reference)

<b>Directions:</b>	Reread Excerpt 4 from <i>Narrative of the Life of Frederick Douglass</i> . Answer the following questions in at least one paragraph: “How did Frederick Douglass’s life change as a result of the fight with Covey? How did his life not change as a result of the fight with Covey? What specific examples from the text support your thinking?”
<b>Reminders:</b>	<ul style="list-style-type: none"> <li>• Recycle the prompt.</li> <li>• Give detailed examples from the text</li> <li>• Answer all parts of the question.</li> <li>• Write in complete sentences.</li> </ul>
<p>Frederick Douglass’s life changed and also remained the same in some ways as a result of the fight with Covey. One way in which Douglass’s life changed is that he felt a renewed sense of hope and confidence in his own being. He wrote, “It rekindled the few expiring embers of freedom, and revived within me a sense of my own manhood.” As a result of the fight against Covey, which Douglass won, he felt recommitted to finding freedom and strength to carry on despite his abysmal circumstances. One way in which the fight with Covey did not change Douglass’s life is that he still remained enslaved. Despite the victory against Covey, Douglass still was another man’s property. Douglass stated, “From this time I was never again what might be called fairly whipped, though I remained a slave four years afterwards.” Douglass’s actual condition in life did not change as a result of the fight, however, he acquired a stronger sense of self and recommitted to the pursuit of freedom.</p>	