



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 6

Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglass



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Long-Term Learning Targets	
<p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can summarize informational or argumentative text. (RI.4.2)</p> <p>I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)</p> <p>I can determine the meaning of content words or phrases in an informational text. (RI.4.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can determine the meaning of unfamiliar words using a variety of strategies. I can determine the main idea of sections of an informational text on Frederick Douglass. I can summarize a text about Frederick Douglass. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglass Tracking My Progress, Mid-Unit 1 recording form

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Reviewing Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglas (45 minutes) Closing and Assessment <ol style="list-style-type: none"> Tracking My Progress (10 minutes) Homework 	<ul style="list-style-type: none"> This assessment centers on RI.4.2 and RI.4.4; however, it also contains questions that review RI.4.1. If your students need it, consider giving them extra time to complete this assessment. In Advance: Consider providing some periodicals or other short texts for students to read silently if they finish the assessment early.



Lesson Vocabulary	Materials
determine, summarize	<ul style="list-style-type: none"> • “Frederick Douglass: Freedom’s Champion” by Patrick S. Washburn (one per student) • Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglass (one per student) • Tracking My Progress, Mid-Unit 1 recording form (one per student) • Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglass (answers, for teacher reference)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Post the following learning targets: <ul style="list-style-type: none"> * “I can determine the meaning of unfamiliar words using a variety of strategies.” * “I can determine the main idea of sections of an informational text on Frederick Douglass.” * “I can summarize a text about Frederick Douglass.” • Tell students that today they will demonstrate their ability to summarize a text, identify a main idea, and determine the meaning of unfamiliar words using context clues. Explain that to do this, they will read an informational text that is new to them about a historical figure named Frederick Douglass. Let them know that the skills they have built as close readers will help them to do well on the assessment. • Review the learning targets and clarify as necessary. 	<ul style="list-style-type: none"> • Unpacking new and unfamiliar vocabulary terms in the learning targets helps students ensure a deeper understanding of what they will be learning.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglas (45 minutes)</p> <ul style="list-style-type: none">• Distribute a copy of text “Frederick Douglass: Freedom’s Champion” by Patrick S. Washburn and the Mid-Unit 1 Assessment: Answering Questions and Summarizing a Text about Frederick Douglass to each student.• Remind students of the importance of reading the text several times. Point out the directions at the top of the assessment:<ol style="list-style-type: none">1. Read “Frederick Douglass: Freedom’s Champion” for the gist.2. For Part 1: Reread the text to answer the following questions.3. For Part 2: Reread the text and identify the main idea for each section.4. For Part 3: Write a summary of the text.• Clarify directions as needed.• Give students 45 minutes to work. Circulate to observe test-taking strategies, and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text for their assessment? This information can be helpful in preparing students for future assessments and standardized tests.• If students finish this assessment early, have them select a periodical or a short text for silent reading.	<ul style="list-style-type: none">• Because the text for this assessment is somewhat long, you may consider providing additional time for this assessment. It is possible that some students will need more than 45 minutes to read the text and answer the assessment questions.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to reflect on the following learning targets and record their progress using the Tracking My Progress sheet: <ul style="list-style-type: none"> * “I can determine the meaning of unfamiliar words using a variety of strategies.” * “I can determine the main idea of sections of an informational text on Frederick Douglass.” * “I can summarize a text about Frederick Douglass.” • Collect the Tracking My Progress sheet and review it before tomorrow’s lesson. This will help you determine which students will need further support with the learning targets of this lesson as the class moves into the second half of the unit. Consider conferring with students in the coming days to check for understanding or elicit their opinions on how to best support them in determining the main idea and summarizing an informational text. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • None 	



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Grade 4: Module 4: Unit 1: Lesson 6

Supporting Materials



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Frederick Douglass: Freedom's Champion (Assessment Text)

History



Frederick Douglass: Freedom's Champion

FREDERICK Douglass spent the first 20 years of his life trapped like a fly in a spider web. Once he broke free, he devoted his life to helping others do the same.

Maryland plantation in 1817. When he was a young boy, he was separated from his mother after she was hired out to another farm.

At age 7 or 8, Frederick went to Baltimore to live as a companion for a white boy. He lived among educated people and soon realized that knowledge could help him become free. In exchange for favors, his white playmates secretly taught him to read and write.

As a teen-ager, Frederick was sent to work in the fields. Life was hard. He was whipped and poorly fed. But he had learned enough to improve his reading and writing skills on his own. And he prayed for freedom.

fighting for freedom. He spoke against slavery and wrote a shocking book about his life as a slave. Then he fled to England in case his master sought to capture him.

For two years in England, Douglass lectured on the evils of slavery. A group of Englishmen were so impressed that they raised \$1,250 to buy his freedom from his master. Now, he was free forever.

After Douglass returned to the United States in 1847, he published *The North Star* and other anti-slavery newspapers in Rochester, N.Y. He also put his words into action, helping runaway slaves flee to Canada.

A Friend to All Americans

The debate over slavery divided Northern and Southern states and touched off the Civil War in 1861.

Douglass urged black men to join the Northern army and fight for the freedom of all black people. He

Life on the Run

Frederick's chance to escape came in 1838 when his master sent him to town alone. He wore a sailor's suit as a disguise. As a train left town, he leaped on it.



Like many black Americans in the early 1800's, Frederick was born a slave. His white owner beat him and made him work long hours without pay. Sometimes, just to eat, Frederick had to fight dogs for scraps of food.

The hope of freedom kept Frederick Douglass alive. When he finally escaped his master, he began a new life. He became a respected newspaper publisher, popular speaker, and adviser to Presidents.

Life as a Slave

Frederick Bailey was born on a

Fugitive slaves could be hunted and returned to their masters. Frederick nervously rode trains, ferries and steamships to the Northern states where slavery was outlawed. He found safety in Massachusetts, a state with a law forbidding the return of runaway slaves.

Still, he feared being kidnapped and returned to his master. Frederick changed his last name to Douglass to hide his identity.

Telling a Slave's Story

Frederick Douglass did not stop

helped recruit thousands of black soldiers. Slavery finally ended with the South's defeat in 1865.

Douglass's greatest honor came in 1889. President Benjamin Harrison appointed him America's representative to the island nation of Haiti. He later retired to his home in Washington, D.C., now a historic site visited by thousands of people each year.

Douglass died in 1895. He had used his freedom to seek fair treatment for all Americans, no matter what the color of their skin. ✦

—Patrick S. Washburn

Mid-Unit 1 Assessment:
Answering Questions and Summarizing a Text about Frederick Douglass

Name: _____

Date: _____

Directions:

1. Read “Frederick Douglass: Freedom’s Champion” for the gist.
2. For Part 1: Reread the text to answer the following questions.
3. For Part 2: Reread the text and identify the main idea for each section.
4. For Part 3: Write a summary of the text.

Part 1: Use the text to answer the questions below.

1. The opening paragraph of the text says, “Frederick Douglass spent the first 20 years of his life trapped like a fly in a spider web. Once he broke free, he devoted his life to helping others do the same.” What is the best explanation of what this paragraph means?
 - a. Frederick Douglass was against slavery.
 - b. Frederick Douglass had to fight for survival.
 - c. Frederick Douglass grew up a slave.
 - d. Frederick Douglass escaped life as a slave and then worked to free other slaves.
2. Which line from the text is the best evidence to support the answer to Question 1?
 - a. “Like many black Americans in the early 1800’s, Frederick was born a slave.”
 - b. “His white owner beat him and made him work long hours without pay.”
 - c. “When he finally escaped his master, he began a new life.”
 - d. “The hope of freedom kept Frederick Douglass alive.”
3. Which line from the “Life as a Slave” section of the text explains why Frederick Douglass wanted to learn to read and write?
 - a. “He was separated from his mother.”
 - b. “Knowledge could help him become free.”
 - c. “Frederick went to Baltimore to live as a companion for a white boy.”
 - d. “Frederick was sent to work in the fields.”

Mid-Unit 1 Assessment:
Answering Questions and Summarizing a Text about Frederick Douglass

4. In the section “Life on the Run,” the text says, “Fugitive slaves could be hunted and returned to their masters.” Which line from the text contains a synonym for the word *fugitive*?
 - a. “He wore a sailor’s suit as a disguise.”
 - b. “He found safety in Massachusetts, a state forbidding the return of runaway slaves.”
 - c. “He feared being kidnapped and returned to his master.”
 - d. “Frederick changed his last name to Douglass to hide his identity.”

5. In the section “Telling a Slave’s Story,” the text says, “He spoke against slavery and wrote a shocking book about his life as a slave.” What does the root word *shock* mean as it is used in the context of this sentence?
 - a. an electrocution
 - b. a physical blow
 - c. a sudden impact
 - d. an unpleasant surprise

6. Select one sentence from the text that could be considered a shocking detail about Frederick Douglass’ life as a slave. Record this sentence on the lines below:

7. List one detail from the “A Friend to All Americans” section of the text that describes how Frederick Douglass helped his country.



Mid-Unit 1 Assessment:
Answering Questions and Summarizing a Text about Frederick Douglass

Part 2: Identify the main idea for each section of the text.

<i>Opening</i>
<i>Life as a Slave</i>
<i>Life on the Run</i>
<i>Telling a Slave's Story</i>
<i>A Friend to all Americans</i>

Part 3: Summarizing the Text: After thinking more closely about this text, summarize what this reading is about. Use several specific details from the text in your summary.



Tracking My Progress, Mid-Unit 1

Name:

Date:

Learning Target: I can determine the meaning of unfamiliar words using a variety of strategies.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 1

Name: _____

Date: _____

Learning Target: I can determine the main idea of sections of an informational text on Frederick Douglas.

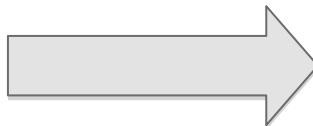
1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 1

Name:

Date:

Learning Target: I can summarize a text about Frederick Douglas

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

Mid-Unit 1 Assessment:
Answering Questions and Summarizing a Text about Frederick Douglass
(Answers, for Teacher Reference)

Directions:

1. Read “Frederick Douglass: Freedom’s Champion” for the gist.
2. For Part 1: Reread the text to answer the following questions.
3. For Part 2: Reread the text and identify the main idea for each section.
4. For Part 3: Write a summary of the text.

Part 1: Use the text to answer the questions below.

1. The opening paragraph of the text says, “Frederick Douglass spent the first 20 years of his life trapped like a fly in a spider web. Once he broke free, he devoted his life to helping others do the same.” What is the best explanation of what this paragraph means?
 - a. Frederick Douglass was against slavery.
 - b. Frederick Douglass had to fight for survival.
 - c. Frederick Douglass grew up a slave.
 - d. Frederick Douglass escaped life as a slave and then worked to free other slaves.**
2. Which line from the text is the best evidence to support the answer to Question 1?
 - a. “Like many black Americans in the early 1800’s, Frederick was born a slave.”
 - b. “His white owner beat him and made him work long hours without pay.”
 - c. “When he finally escaped his master, he began a new life.”**
 - d. “The hope of freedom kept Frederick Douglass alive.”
3. Which line from the “Life as a Slave” section of the text explains why Frederick Douglass wanted to learn to read and write?
 - a. “He was separated from his mother.”
 - b. “Knowledge could help him become free.”**
 - c. “Frederick went to Baltimore to live as a companion for a white boy.”
 - d. “Frederick was sent to work in the fields.”
4. In the section “Life on the Run,” the text says, “Fugitive slaves could be hunted and returned to their masters.” Which line from the text contains a synonym for the word fugitive?
 - a. “He wore a sailor’s suit as a disguise.”
 - b. “He found safety in Massachusetts, a state forbidding the return of runaway slaves.”**
 - c. “He feared being kidnapped and returned to his master.”
 - d. “Frederick changed his last name to Douglass to hide his identity.”

Mid-Unit 1 Assessment:
Answering Questions and Summarizing a Text about Frederick Douglass
(Answers, for Teacher Reference)

5. In the section “Telling a Slave’s Story,” the text says, “He spoke against slavery and wrote a shocking book about his life as a slave.” What does the root word *shock* mean as it is used in the context of this sentence?
- an electrocution
 - a physical blow
 - a sudden impact
 - d. an unpleasant surprise**
6. Select one sentence from the text that could be considered a shocking detail about Frederick Douglass’ life as a slave. Record this sentence on the lines below:

Possible Answers: “His white owner beat him and made him work long hours without pay,” “Frederick had to fight dogs for scraps of food,” “He was separated from his mother,” or “He was whipped and poorly fed.”

7. List one detail from the “A Friend to All Americans” section of the text that describes how Frederick Douglass helped his country.

Possible Answers: “Douglass urged black men to join the Northern army and fight for the freedom of all black people,” or “President Benjamin Harrison appointed him America’s representative to the island nation of Haiti.”



Mid-Unit 1 Assessment:
Answering Questions and Summarizing a Text about Frederick Douglass
(Answers, for Teacher Reference)

Part 2: Identify the main idea for each section of the text.

<i>Opening</i>
Possible Answer: Frederick Douglass began life as a slave, but he escaped and did many important things.
<i>Life as a Slave</i>
Possible Answer: He learned to read and write so he could become free.
<i>Life on the Run</i>
Possible Answer: He escaped slavery.
<i>Telling a Slave's Story</i>
Possible Answer: He spoke out against slavery by writing, speaking, and helping slaves to escape.
<i>A Friend to all Americans</i>
Possible Answer: He helped his country by helping to end slavery and working for the president.

Part 3: Summarizing the Text: After thinking more closely about this text, summarize what you think this reading is mostly about. Use several specific details from the text in your summary.

Possible Answer: Frederick Douglas was born a slave. He was treated badly but learned to read and write so he could be free. He escaped and spoke out against slavery. He wrote a book about how bad slavery was. He helped to end slavery by getting people to fight against it.