Unit 2/Week 18

Title: What to the Slave is the Fourth of July?

Suggested Time: 5-7 days (45 minutes per day)

Common Core ELA Standards: RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, RI.8.8, W.8.1, W.8.4, W.8.9; SL.8.1, SL.8.3, SL.8.4; L.8.1, L.8.2, L.8.4, L.8.5

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Slavery was an inhuman and cruel institution made more so by America’s rhetoric and celebration of freedom and liberty.

Synopsis

Frederick Douglass, a freed slave, is asked to give a speech to a group of Americans on the 4th of July. Douglass uses the occasion to eloquently and forcefully address the hypocrisy of a nation celebrating freedom, while enslaving so many. With equal forces, he strips bare the arguments for slavery, concluding with a call for radical action to end slavery in America.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| Background Knowledge: Briefly state the information about Douglass provided in this section.  | Douglass was raised a slave, but learned to read even though it was illegal. He escaped from his master and became a public speaker against slavery. He spoke and wrote so well that many people did not believe he was a former slave.  |
| Why might so many people not have believed Douglass was a former slave?  | People might have believed this because they knew that in many states, including Maryland, where Douglass came from, it was illegal for slaves to learn to read and write. Students might also know from their own background knowledge that many Americans at the time thought slaves were inferior to whites.  |
| Reread paragraph 1. Douglass states, “Fellow citizens… “What have I or those I represent…?” Who does he represent and why does he start out this way? | Students need to see that Douglass, a freed slave (in the “Build Background” section), is representing those of his race who are not freed. It could also be pointed out here that his use of “fellow citizens” indicates that he is freed, as slaves were not referred to as “citizens” |
| How many questions does Douglass ask in the first paragraph? Why does he begin this way?  | He asks four questions to help get the attention of his audience and to highlight the incongruity or irony of a black person addressing an audience on the 4th of July, a day devoted to celebrating independence. The use of questions highlights the irony.  |
| What point is Douglass making in paragraph 2?  | Douglass is making the point that though his “fellow citizens” are celebrating July 4th with “tumultuous joy,” millions of slaves are suffering even more “under the weight of their heavy and grievous chains,” that are “rendered more intolerable” by the shouts of joy that accompany July 4th.  |
| What is Douglass saying in paragraph 3? Which words and phrases make his point stronger?  | In this paragraph Douglass states that he is speaking from the view of the slaves, “the slaves’ point of view,” and that he believes the nation has never looked “blacker than” on this day. He does not just say or state his intention but rather “declares” it. To declare is to more formally and openly and strongly state or assert an intention. This is made stronger yet by stating, “I do not hesitate to declare with all my soul.” |
| Reread the first sentence of paragraph 4. How many words are in this sentence? What specifically does Douglass say that slavery goes against? Why is this sentence strengthened by its length? | The sentence is 61 words. Douglass is arguing that slavery goes against or contradicts, “Humanity”, “liberty”, the “Constitution”, and the Bible. Stringing all together in one sentence gives greater force to the argument by emphasizing its totality.  |
| Explain how you went about answering this question.  | Students should see that the only way to absorb such a long sentence is to break it up, and read it part by part, and be sure they find and keep in mind the predicate (“dare to call in question and denounce”) and the subject (I) noting how far apart they are.  |
| In the rest of this text – excluding the final paragraph – Douglass provides three different arguments against slavery. Find and explain each of these arguments briefly.  | Douglass begins in paragraph 5 with the argument that slaves are men. He continues, beginning in paragraph 8, by saying that just like other men, slaves are entitled to liberty. He then addresses in paragraph 9 the brutal treatment that slaves receive.  |

At this point, students have analyzed Douglass’s introduction in the first 4 paragraphs and seen the arc of the rest of the paper up until the final paragraph. The remaining questions before the final paragraph will examine in greater detail how Douglass constructs each of his arguments. Teachers should not proceed to these next questions until question 6 is addressed either whole class or if done in groups for each group.

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| **Text-dependent Questions** | **Evidence-based Answers** |
| In paragraphs 5, 6 and 7, what arguments does Douglass use to show that the “slave is a man”? | Students should see that Douglass starts out by detailing the many laws (“…seventy two crimes in the state of Virginia…” and “Southern statute books are covered with enactments…”) addressing slaves that are clearly laws that would never be addressed to slaveholders, the “beasts of the field”. He then goes on in paragraph 7 to list the numerous activities and vocations slaves engage in just as other men, such as “digging gold in California, capturing the whale in the Pacific, feeding sheep and cattle on the hillside, living, moving, acting, thinking, planning, living in families as husbands, wives, and children, and above all, confessing and worshipping the Christian god….” |
| The first sentence of paragraph 8 asks: “Would you have me argue that man is entitled to liberty?” What role does the first sentence of this paragraph play?  | In this paragraph, Douglass states the right of the slaves to liberty. The first sentence transitions from the previous paragraphs, establishing that slaves are men, consequently demanding the same rights. |
| **Small group activity:** Reread paragraph 8. In this very dense paragraph, Douglass draws on a number of arguments to support the right of slaves to liberty. Divide the paragraph into the sections noted below and assign one to each group of students. Each group should identify the main argument Douglass was making in that section, as well as describe how it relates to the final sentence of the paragraph. Students should be prepared to share their work with the class.* Section 1: “Would you… question for republicans.”
* Section 2: “Is it to be settled… hard to understand.”
* Section 3: “How should I look today… an insult to your understanding.”

  | * Section 1: In these sentences, Douglass begins by asking why anyone would question the right of any man to liberty. “You have already declared it” refers to the Declaration of Independence being celebrated that day. He asks: “Is that a question for republicans?” He is implying that any sensible, civil human being would not even need to hear an argument for the wrongfulness of slavery.
* Section 2: In this one sentence, Douglass asks if this is to be settled by “…rules of logic and argumentation…” as “a matter of great difficulty” that is “hard to understand.” Douglass is saying here that liberty for all men is not any of these things: it is not difficult or “hard to understand,” and it should not be a problem that bears discussion in a country like America.
* Section 3: This is an extremely difficult sentence. Douglass asks how can he “…show that men have a natural right to freedom…” “…when Americans are dividing and subdividing a discourse….” Students will need support to grasp that the discourse or conversation being “divided and subdivided” is the conversation about liberty that Americans have discussed, debated and “divided or subdivided” since and even before the Declaration of Independence. “…relatively and positively, negatively and affirmatively…” refers again to the intensive nature of American’s discussions on this issue. Douglass is holding up to the light the great irony of a nation analyzing freedom and liberty for so long and so intensely, while denying it to so many.
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| Douglass uses 86 words in the first sentence of paragraph 9. What abuses does he highlight in this sentence? What is the effect of such a long sentence? | Douglass describes: “…to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow men….” The list goes on. Listing these one after the other, without pause, makes more vivid the endless abuses of slavery and gives emphasis to his demand that it be stopped.  |
| In the last paragraph, what does Douglass call on the audience to do? How is the point of the last paragraph supported by the previous paragraph? | Douglass concludes with a call for dramatic action to end slavery: a “storm,” “whirlwind,” “earthquake,” “not light but fire.” Douglass is making the case that the brutality described in the previous paragraph justifies dramatic action. |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**(They are concrete or describe an object/event/process/characteristic that is familiar to students) | **These words require more time to learn**(They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 1 - EmbodiedPage 1 - ExtendedPage 1 - TumultuousPage 1 - MournfulPage 1 - JubilantPage 1 - FetteredPage 1 - DenouncePage 2 - ConcededPage 2 - SeverestPage 2 - EnactmentPage 2 - BrutePage 2 - AffirmPage 3 - EnterprisesPage 3 - Flay | Page 3 - Principles Page 3 - “stained with pollution”Page 2 - Just |
| **Meaning needs to be provided** | Page 1 - HumblePage 1 - AltarPage 1 - Grievous Page 3 - CanopyPage 3 - Blasting reproachPage 3 - WitheringPage 3 - Stern rebukePage 3 - Hypocrisy | Page 1 - Natural justice Page 1 - DevoutPage 1 - Rendered Page 1 - “popular characteristics”Page 3 - DiscoursePage 3 - ScorchingPage 3 - Irony |

Culminating Writing Task

* Prompt

*Hypocrisy is defined as, “the false claim to or pretense of having admirable principles, beliefs, or feelings” (Encarta). In Douglass’s conclusion he states, “. . . the hypocrisy of the nation must be exposed . . .” Does Douglass’s speech expose the “hypocrisy of the nation”? Be sure to use evidence from the text to support your answer.*

* Teacher Instructions
1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should remind students to use any relevant notes they compiled while reading and answering the text-dependent questions.

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| ***Evidence******Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| “Douglass managed to learn to read after escaping slavery.” After escaping slavery he spoke against the “institution”.  | Background info at top of text | Provides a context by establishing who Douglass was, and why he was “representing” the slaves in the talk he gives.  |
| “What have I or those I represent have to do with your national independence” “Above your joy I hear the mournful wail of millions” “Rendered more …intolerable by the jubilant shouts” | Page 1, paragraph 1 | This shows the hypocrisy of Americans celebrating freedom while their slaves are not free. It also shows how the slaves hearing this celebration all around them makes this even more hypocritical.  |
| There are many laws made against slaves, “seventy two crimes in the state of Virginia” Fines for teaching slaves to read or write. Laws like this are made for men not the “beasts of the field” | Page 2, paragraph 5 | Douglass uses this evidence to show that slaves are men just as other men. Laws like this can only be made about men.  |
| Slaves do many of the jobs and occupations that white men do. Planting and farming, “doctors”, ministers, and others that Douglass lists here.  | Pages 2- 3, paragraph 7 | This is more proof that slaves are men. They do many of the same jobs as white men.  |
| Douglass states that man is “entitled to liberty”. He says that this is not a question for “republicans”. Americans discuss liberty often, “dividing and subdividing”.  | Page 3, paragraph 8 | This shows that Americans have been discussing liberty on this day celebrating the 4th of July. It shows the hypocrisy of celebrating liberty while slavery still exists. Slaves are men and men should be free. This is another example of hypocrisy |
| “There is not a man beneath the canopy of heaven who does not know that slavery is wrong for him”.  | Page 3, paragraph 8 | This is an example of hypocrisy because of men know it is wrong for themselves they should not want it for others.  |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, and sharing work as students go).
3. Students complete final draft.
* Sample Answer

Fredrick Douglass, a freed slave, gave a speech to a group of American citizens celebrating the 4th of July in 1852. In this speech, he argued forcibly that slavery in America should be ended. Douglass said many things about slavery in America. However, one of the most important ideas of his speech is how American slavery exposed the hypocrisy of America at this time.

Douglass begins his speech by pointing out that the Declaration of Independence is being celebrated in America at the same time that slaves are not free. He says, “What have I or those I represent to do with your national independence?” (1). What Douglass means is that he is representing the slaves on this day when others are celebrating independence that the slaves do not have. This is an example of hypocrisy because Americans are celebrating freedom while there are slaves who are not free. Douglass then says this is worse for the slaves because they are hearing the, “…jubilant shouts that reach them…” (1). This makes it even more hypocritical because not only are the slaves not free but the Americans are celebrating their freedom right in front of them!

Douglass then shows that slaves are men just as other men. He explains that there are many laws made about slaves, “There are seventy-two crimes in the state of Virginia...” having to do with slaves (2). “Southern statute books are covered with enactments forbidding, under severe fines and penalties the teaching of the slave to read and write” Douglass points out that there are no laws like this for the, “beasts of the field” (2). He is saying that laws like this are made for men and by the slaveholders making them it means they know slaves are men. In this way Douglass shows that, “…the slave is a man!” (2).

Douglass then goes on to list the many jobs and occupations that slaves have just as other white men. These include “plowing”, “planting” “reaping” “clerks”, “merchants”, “lawyers”, “ministers” (3). These are jobs done by slaves just as they are done by white men. This is more proof that slaves are men.

Douglass then talks about “liberty” and how America believes in liberty. He explains that Americans have discussions about liberty for men, “I look today in the presence of Americans, dividing and subdividing a discourse, to show that men have a natural right to freedom…” (3). Douglass is saying that he sees now Americans having these discussions about freedom for men on the 4th of July, but slaves are not free. This is another example of American hypocrisy. He has shown that slaves are men and now he shows that men are entitled to liberty.

In the last sentence of the section on liberty, Douglass says, “There is not a man beneath the canopy of heaven who does not know that slavery is wrong for him” (3). What Douglass means here is all men know that slavery is wrong for them. This is another example of hypocrisy because if men know it about themselves it is hypocritical to keep others in slavery when they wouldn’t choose it for themselves.

Fredrick Douglass shows very well that America was hypocritical when we had slaves. We celebrated independence when slaves were not free. We treated slaves as men, but did not give them freedom at the same time that we talked about freedom for all men. We said one thing but we did another: this is hypocrisy. It is good for all of us now to understand this about our past. That way we might not do anything like it again.

Additional Tasks

* *As addressed in the questions, Douglass uses some very long sentences. Find the two long sentences referenced in the questions and break them up into shorter sentences.*

Answers may vary. In both cases, breaking these sentences up not only helps students’ proficiency with complex text, but also helps unpack Douglass’s ideas, and gives students a greater insight into his mastery of the language.

1. The first sentence of paragraph 8 could be broken up as follows:

Should I argue that it is wrong to make men brutes? Is it wrong to rob them of their liberty and make them work without wages? Is it wrong to keep them ignorant about relations with other men? Is it wrong to beat them with sticks and flay them? Is it wrong to load their limbs with iron and too hunt them? Is it wrong to sell them at auction and sunder their families? Is it wrong to knock out their teeth, burn their flesh and starve them into obedience and submission to their masters?

2. Paragraph 2 is one sentence and could be rewritten as follows.

Fellow citizens, I hear above your national tumultuous joy the mournful wail of millions. There chains heavy and grievous yesterday are today rendered more intolerable. This is because of the jubilant shouts that reach them.

* *Douglass uses a number of words that are religious words. How does the use of these words support his argument?*

Answer: In paragraph one, Douglass states, “…am I…called upon to bring our humble offering to the national altar…to confess the benefits and express devout gratitude…” for the “blessings” of the independence given to him by America and the Declaration. Douglass is using religious terms to further emphasize the hypocrisy of slavery in a country that is celebrating independence on this day. He believes, as he states in paragraph 4, that by America maintaining slavery the Bible is, “… disregarded and trampled upon...” Using religious terms makes stronger the hypocrisy of slavery. In the end of paragraph 7, following the long list of activities, jobs, and professions that slaves are engaged in just as other men, Douglass concludes with, “…above all confessing and worshipping the Christian God and looking hopefully for life and immortality beyond the grave…” He means to show that the slaves worshipping the same god as the white slave owners is yet another argument for slaves being treated as men, and therefore, according to the Declaration being celebrated that day, should have the benefit of liberty.

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.