

## Knowledge Building with a Model Lesson

### *Why build knowledge with model lessons?*

Lessons that exemplify high-quality literacy instruction are anchored in complex grade-level text. A high-leverage, evidence-based strategy to support students in accessing complex text is to anchor that text in a conceptually coherent set of resources that build needed knowledge and vocabulary. This work is particularly critical for students not yet reading at grade level.

### *What is included in a knowledge-building model lesson?*

Each knowledge-building model lesson includes a close-reading model lesson paired with a short set of knowledge-building resources and tasks. Educators can engage in knowledge building with any close-reading lesson, so long as this lesson is centered on a complex grade-level text and series of text-specific oral and/or written tasks.

The knowledge-building resources follow similar guidance for more extensive text sets, but on a much smaller scale. The selection of resources follow a quad text set model developed by Comprehensive Reading Solutions and based on the article by Sarah Lupo and colleagues, "Building Background Knowledge Through Reading: Rethinking Text Sets." In a quad text set model, three to five texts are selected that help students develop knowledge critical to the complex text at the center of the close-reading lesson. Each of these supplemental texts is paired with a lightweight text-dependent task to support students' comprehension and knowledge-building work.

### *How might a teacher use a knowledge-building model lesson?*

Educators can use the knowledge-building resources in the order indicated in the "Quad Text Set with Text-Dependent Tasks" table to help build knowledge and vocabulary when engaging with a close-reading model lesson. Implementing these knowledge-building texts and tasks can be done in a variety of ways; they are lightweight enough to be done either during short portions of class or as homework. For example:

- If completed as homework, the partner portion of each task can be completed in class.
- If the whole class (or majority of students) has little to no knowledge of the topic under study, the text set could be used in whole-class instruction.
- If there are just a few students who have little to no knowledge of the topic of study, the text set could be used in small groups with teacher guidance.

This list is not meant to be exhaustive. Educators should use their judgement about student needs to determine how best to use the resources.

## Building Knowledge with a Close-Reading Lesson *Narrative of the Life of Frederick Douglass*

This set of resources is designed to build knowledge in support of the close-reading lesson on *Narrative of the Life of Frederick Douglass* by Frederick Douglass, available on [achievethecore.org](http://achievethecore.org).

### I. Anchor Text

Excerpt from *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* by Frederick Douglass

Lexile: ~1100L

Grade: 8

### II. Knowledge and Language Demands

- The language of the text exhibits high complexity in terms of conventionality. The text contains abstract and/or figurative language or irony and clarity. It also uses dense and complex language that is generally unfamiliar, archaic, discipline specific, or overly academic.
- The knowledge demands are moderately complex in that the subject-matter knowledge requires everyday practical knowledge and some discipline-specific knowledge of American slavery and racism, conflicting American Puritanism. There are few references to other texts or outside ideas or theories.

### III. Quad Text Set with Text-Dependent Tasks

The table below details the knowledge-building resources to use in support of the model close-reading lesson: what text to use, in what order to use it, details about the text, and a text-dependent task to support knowledge building. The resources are listed below in their suggested order for use. Task directions have been written in student-facing language and teacher notes added in italics when necessary. Links to full task descriptions have been provided when possible.

Title	Resource Type	Lexile Level	Summary	Task
<a href="#">“Frederick Douglass- Mini Biography”/ Biography</a>	Video (2:47)	n/a	Frederick Douglass escaped slavery and went on to become an influential abolitionist, a celebrated author,	Text-Dependent Questions Watch the video. Pause the video at the following time signatures: 0:37, 1:19, 1:52, and 2:47.  At each pause, answer the corresponding question. Share your responses with a partner.

			and a vice-presidential candidate.	<p>0:00–0:37: Write down 2–3 key facts that describe who Frederick Douglass was and/or why he is an important figure in United States history.</p> <p>0:37–1:19: What do we learn about the significance of “literacy” in this segment as it applies to enslaved Africans in general and to Douglass in particular?</p> <p>1:19–1:52: What is the <i>Narrative of the Life of Frederick Douglass</i>? Why was it an important literary work?</p> <p>1:53–2:47: What are some words used to describe Douglass in this segment? List 2–3. What are some of Douglass’ achievements? List 2–3.</p> <p>After sharing with your partner, participate in a whole-class discussion to answer the question: Why is Frederick Douglass an important figure in United States history?</p>
<a href="#"><u>"Frederick Douglass Biography"/ Biography</u></a>	Article	1010L–1200L	Frederick Douglass was a leader in the abolitionist movement, an early champion of women’s rights, and the author of <i>Narrative of the Life of Frederick Douglass</i> .	<p><i>Teacher preparation: Assign the class to small groups and assign each group a section of the text.</i></p> <p><i>Group 1: “Who was Frederick Douglass?” and “Early Life”</i></p> <p><i>Group 2: “Learning to Read and Write”</i></p> <p><i>Group 3: “Wife and Children”</i></p> <p><i>Group 4: “Abolitionist”</i></p> <p>We are going to read a short biography of Frederick Douglass.</p> <p>First, read your assigned section of the text independently. As you read, annotate the text to identify the main idea and key details of your section.</p>

				<p>With your group, reread your assigned section of the text and share your annotations. As a group, determine the most important information from the section of the text.</p> <p>Then, create a single sentence that summarizes the main idea and key details. Be prepared to share the sentence with the rest of the class.</p> <p>As each group shares their sentence, take notes so that you will have a four-sentence summary of the reading.</p>
<p><u>"Frederick Douglass - Path to Freedom" / Biography</u></p>	<p>Video (1:31)</p>	<p>n/a</p>	<p>Young Frederick Douglass would discover his pathway to freedom after he was moved to a plantation where his mistress taught him to read,</p>	<p>Watch the video twice. On the first viewing, record what you notice (details) and wonder (questions, inferences, predictions). On the second viewing, record your answers to the following questions:</p> <ol style="list-style-type: none"> <li>1. What information does this video provide about literacy and slavery in the American south?</li> <li>2. What contrast does this suggest about the treatment of enslaved people by some individuals versus society as a whole?</li> <li>3. What do you think about this "disconnect?"</li> <li>4. What do you think Douglass may have thought about this disconnect?</li> </ol> <p>Be prepared to share your findings with the class and to add the thoughts of your classmates to your notes.</p>
<p><u><i>Narrative of the Life of Frederick Douglass, an American Slave.</i></u></p>	<p>Anchor Text</p>	<p>~1100L</p>	<p>The purpose of the excerpt is to explain Douglass' journey to acquire literacy as one of enlightenment as he became increasingly aware</p>	<p>See the text and sequence of tasks provided in the close-reading model lesson <a href="#">here</a>.</p>

<i>Written by Himself</i>			intellectually of the evil and hypocrisy of American slavery.	
<b>Knowledge Building After the Anchor Text</b>				
<p><u>A selection of runaway slave advertisements from <i>The American Anti-Slavery Almanac, 1838.</i></u></p> <p><u>A broadside advertising an auction of enslaved men and a woman, 1856.</u></p> <p>Digital Public Library of America</p>	Newspaper Broadsides	n/a	<p>Document 1: At least two of the runaway slave advertisements specifically note the light complexions of the enslaved men who allegedly ran away.</p> <p>Document 2: This broadside lists by name enslaved men and a woman to be sold at auction. The penciled notations to the left of the names indicate the sale prices for each person. Enslaved people’s monetary value depended on factors including age, health, and skills. Some of the people listed are identified by their color or racial makeup as well.</p>	<p><i>Teacher preparation: Although these documents were published after Douglass’ autobiography, similar ads were placed in newspapers dating back to before the American Revolution. Assign one article per partner.</i></p> <p>Text-Dependent Questions With your partner, read the newspaper articles. When you are done, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What are some of the big ideas or main points?</li> <li>2. Where in the text is there evidence for what was noticed?</li> <li>3. What questions does this raise for you? What are you curious about?</li> </ol> <p>With another partner group that read the same article, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the intended audience of the text?</li> <li>2. What arguments or concerns does the author respond to?</li> <li>3. Do you think the author is credible and reliable?</li> </ol> <p>Participate in a whole-class discussion to answer the question: How does the information from these documents inform your understanding about the role of Frederick Douglass in American history?</p>