

Lesson Plan

Micro Lesson Video Link: https://youtu.be/nGMI635yQ_0

Business/Materials	Lesson Objectives
<ul style="list-style-type: none"> • Shared digital screen (Zoom) • UI • Markers or digital annotation tools • Portrait of Frederick Douglass, historical images (from slides) • KWL chart • Excerpt from Douglass's narrative • Graphic organizer for paragraph planning 	<p><u>SWBAT:</u></p> <ul style="list-style-type: none"> • Identify 2-3 key biographical facts about Frederick Douglass and his historical importance. • Read and understand an excerpt from Douglass's writings, identifying the main idea and 2 supporting details. • Analyze Douglass's use of at least one literary technique and explain its effectiveness. • Plan and write a short analytical paragraph (3-5 sentences) about a key theme in Douglass's work. • Discuss themes of freedom, equality, and the power of education.
Warm-up and Objective Discussion	
<p><u>Activities:</u></p> <p>Warm-up (Introducing a Powerful Voice):</p> <p>--Introduce Frederick Douglass and his significance as an abolitionist and orator.</p> <p>--Present quote: "Once you learn to read, you will be forever free."</p> <p>--Student reflects on the quote's meaning and connection to freedom.</p>	

Objective Discussion (Our Learning Voyage Today):

--Clearly present learning objectives

--Student reflects on the personal relevance of developing persuasive communication skills.

Instruct and Model

☐ R

☐ W

☐ L

☐ S

Activities:

Activate & Explore (Discovering Frederick Douglass):

--Introduce KWL chart as a tool for active learning.

--Student fills 'K' (Know) and 'W' (Want to know) sections about Frederick Douglass.

Instruct/Model (Reading Douglass's Words):

--Introduce reading excerpt from Douglass's autobiography.

--Pre-teach key vocabulary (Stratagems, Depravity, Chattel, Precepts, Apprehension, Urchins, Vindication, Abhor).

--State reading purpose questions (methods to learn, change in feelings, education & slavery).

--Student opens modal and reads the full excerpt.

Guided Practice

☐ R

☐ W

☐ L

☐ S

Activities:

Deepening Comprehension (Checking Understanding of Douglass's Story):

--Discuss comprehension questions about the excerpt (Douglass's stratagems, "curse

rather than a blessing" meaning, Mrs. Auld's change, slaveholders' motivations).

--Student reflects on the most impactful or surprising part of the story.

Analyzing Literary Techniques (Douglass's Powerful "Voice"):

--Define author's voice, pathos (appealing to emotion), and vivid description with examples from text.

--Student analyzes the effect of pathos in Douglass's writing.

--Student re-reads parts of the excerpt to find another example of vivid description and explains its effect.

Pre-Writing for Analysis (Planning Your Paragraph):

--State writing theme: For Frederick Douglass, learning to read was both a path to freedom and a source of great pain.

--Student uses graphic organizer to plan: Topic Sentence, Evidence (quote), Explanation (how quote proves topic), Concluding thought.

Independent Practice

☐ R

☐ W

☐ L

☐ S

Activities:

Drafting the Paragraph (Your Turn to Write: Analytical Paragraph):

--Student uses their completed graphic organizer to write a 3-5 sentence analytical paragraph on the stated theme.

--Student uses reminder checklist (topic sentence, evidence, explanation, conclusion) for self-evaluation.

Assessment

☐ R

☐ W

☐ L

☐ S

Activities:

Feedback and Self-Correction (Sharing & Refining Your Work):

- Student reads their written paragraph aloud (if comfortable) or teacher reviews it .
- Teacher provides specific, constructive "Glows & Grows" feedback.
- Student reflects on their paragraph and identifies one area for self-correction.

Integration & Reflection (Connecting Themes & KWL Review):

- Discuss broader impact of Douglass's story and the power of education.
- Student reflects on most impactful learning from the lesson.
- Student brainstorms and discusses modern examples of education as a tool for change.
- Student completes the 'L' (Learned) section of their KWL chart, summarizing key learnings and answering 'W' questions.

Wrap--up & Extension (Continuing the Journey):

- Summarize key skills practiced (reading with purpose, analyzing voice, planning writing, using evidence).
- Present optional further exploration activities (read more from Douglass, watch biography, analyze another writer).
- Conclude with an encouraging message about the power of words.

Welcome!

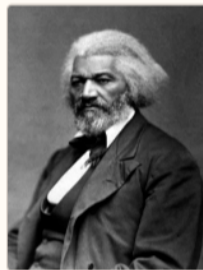
My name is David Lee Brown

Start Class

The Voice of Frederick Douglass – Reading & Writing

Start Timer

Frederick Douglass: How Words Forged Freedom



"Once you learn to read, you will be forever free."

Welcome! Today we'll learn about a remarkable man named Frederick Douglass. He was born into slavery but became a powerful voice for freedom and change in America.

The quote above is one of his most famous. What does it make you think about? How might learning to read lead to freedom?

Your thoughts on the quote:

Share your reflections here...

The Voice of Frederick Douglass – Reading & Writing

[Start Timer](#)

Our Learning Voyage Today

By the end of this lesson, you will be able to (SWBAT):

- Identify 2-3 key biographical facts about Frederick Douglass and his historical importance.
- Read and understand an excerpt from Douglass's writings, identifying the main idea and 2 supporting details.
- Analyze Douglass's use of at least one literary technique and explain its effectiveness.
- Plan and write a short analytical paragraph (3-5 sentences) about a key theme in Douglass's work.
- Discuss themes of freedom, equality, and the power of education.

Connecting to You: How could being more persuasive in your communication be useful for you (studies, future career, etc.)?

Your thoughts on the value of a persuasive voice...

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Time: 00:00:00



The Voice of Frederick Douglass – Reading & Writing

[Start Timer](#)

Who Was Frederick Douglass? A First Look



Frederick Douglass (c. 1818-1895) was an African American social reformer, abolitionist, orator, writer, and statesman. After escaping from slavery in Maryland, he became a national leader of the abolitionist movement, famous for his powerful speeches and writings.

KWL Chart: Frederick Douglass

Let's use this chart to organize our thoughts as we begin to learn about him. It's okay if you don't know much yet – that's what we're here to discover!

K - What I Know (or think I know) already:

Any initial thoughts about this time in history or what an abolitionist might be? No worries if this is blank!

Preparing to Read an Excerpt from Douglass's Narrative

We will now read a passage from Frederick Douglass's autobiography, where he describes his determination to learn to read and write. The full text is on the next slide. First, let's focus on some key vocabulary.

Vocabulary Focus (from the upcoming excerpt): (Hover over terms for more)

- **Stratagems:** Clever tricks or plans used to achieve a goal.

- Depravity

- Chattel:

- Precepts

- Apprehensions

- Urchins:

- Vindication

- Abhor: To

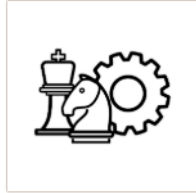
Reading

1. What me

2. How did

3. What does this passage tell us about the relationship between education and slavery?

Clever tricks or plans used to achieve a goal.



Stratagems

people were legally considered chattel).

and will happen; also, understanding.

othed children.

tion; proof that someone or something is right or reasonable.

the next slide, please think about:

earn to read and write?

understanding of his situation?

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Reading Douglass's Words: The Full Excerpt

from Narrative of the Life of Frederick Douglass, an American Slave

Autobiography by Frederick Douglass

I lived in Master Hugh's family about seven years. During this time, I succeeded in learning to read and write. In accomplishing this, I was compelled to resort to various **stratagems**. I had no regular teacher. My mistress, who had kindly commenced to instruct me, had, in compliance with the advice and direction of her husband, not only ceased to instruct, but had set her face against my being instructed by any one else. It is due, however, to my mistress to say of her, that she did not adopt this course of treatment immediately. She at first lacked the **depravity** indispensable to shutting me up in mental darkness. It was at least necessary for her to have some training in the exercise of irresponsible power, to make her equal to the task of treating me as though I were a brute.

My mistress was, as I have said, a kind and tender-hearted woman; and in the simplicity of her soul she commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another. In entering upon the duties of a slaveholder, she did not seem to perceive that I sustained to her the relation of a mere **chattel**, and that for her to treat me as a human being was not

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Checking Understanding of Douglass's Story

Let's discuss the powerful excerpt you just read (you can go back to the previous slide to re-read it if needed):

- What were some of the clever ways (stratagems) Frederick Douglass used to learn to read and write after his mistress stopped teaching him?
- Douglass says learning to read was sometimes a "curse rather than a blessing." What did he mean by this? How did it make him feel about his enslavement?
- How did Mrs. Auld (his mistress) change from a "kind and tender-hearted woman" to someone who opposed his learning? What does Douglass believe caused this change in her?
- What does this passage reveal about why slaveholders wanted to prevent enslaved people from learning to read?

What part of this longer story did you find most impactful or surprising? Briefly explain why.

Share your thoughts on a specific moment or idea...

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Douglass's Powerful "Voice"

An author's **voice** is their unique way of writing that shows their personality and makes their message clear and impactful to the reader. It's what makes their writing sound like "them".

Literary Technique: Pathos (Appealing to Emotion)

Douglass is very skilled at making the reader feel what he felt. He uses powerful descriptions of his emotions and experiences. For example, when he writes, "that very discontentment...had already come, to torment and sting my soul to unutterable anguish."

How does sharing such strong emotions make his writing more effective or persuasive?

e.g., It helps the reader connect, understand his pain...

Activity: Finding Examples of Vivid Description

Douglass also uses vivid descriptions that create clear pictures in the reader's mind. For example, "The tender heart became stone, and the lamblike disposition gave way to one of tigerlike fierceness."

Look at the excerpt again (Slide 5). Can you find another example of vivid description? Explain what picture or feeling it creates.

Quote the words/phrase and explain the image or feeling...

Planning Your Analysis Paragraph

Theme for Writing: The idea that for Frederick Douglass, learning to read was both a path to freedom and a source of great pain.

Paragraph Planning Time! Let's use this organizer:

Topic Sentence: (Your main idea about how reading affected Douglass. Example: "In his narrative, Frederick Douglass reveals that literacy was a double-edged sword, bringing both enlightenment and profound anguish.")

Your main idea...

Evidence: (Find a short quote from the excerpt on Slide 5 that shows both the positive and negative sides of his learning.)

e.g., 'It had given me a view of my wretched condition, without the remedy.'

Explanation: (In your own words, how does this quote prove your topic sentence? Explain the 'two edges'.)

Explain the connection...

Concluding thought/Link: (Briefly restate the complex impact of education in his situation.)

e.g., Thus, education was crucial but also intensified his suffering.

The Voice of Frederick Douglass – Reading & Writing

Your Turn to Write: Analytical Paragraph

Use your completed graphic organizer from the previous slide to write a short paragraph (3-5 sentences) explaining the theme: *For Frederick Douglass, learning to read was both a path to freedom and a source of great pain.*

Your Analytical Paragraph:

Start with your topic sentence...

Reminder Checklist:

- Does your paragraph have a clear topic sentence related to the theme?
- Did you include textual evidence (a quote or paraphrase from the excerpt on Slide 5)?
- Did you explain how your evidence supports your topic sentence?
- Do you have a concluding thought that summarizes your point?

Sharing & Refining Your Work

Please read your written paragraph from the previous slide aloud (if you're comfortable).

(Your paragraph will appear here after you type it on Slide 9. Please go back to Slide 9 to write your paragraph.)

Teacher Feedback ("Glows & Grows"):

Glows (What you did well!):

Teacher's positive feedback...

Grows (Areas to focus on for improvement):

Teacher's constructive suggestions...

Self-Correction: What's one thing *you* think you could improve in this paragraph to make your point even clearer or more persuasive?

Your thoughts on improvement...

The Voice of Frederick Douglass – Reading & Writing

Making Broader Connections

What's the most surprising or impactful thing you learned about Frederick Douglass or the power of education from his story today?

Your reflections...

Can we think of any modern examples where education is still a powerful tool for change or for overcoming challenges, similar to how it was for Douglass?

Think about current events or inspiring figures...

KWL Chart Review: What We Learned

L - What I Learned today:

What new things did you learn? What answers did you find to your "W" questions (from Slide 3)?

Continuing the Journey



Fantastic work today! You've practiced important skills: reading with a purpose, analyzing an author's voice, planning before writing, and using evidence from a text.

Further Exploration (Optional):

- Read more from Douglass's "Narrative of the Life of Frederick Douglass" online. Many are available.
- Watch a short animated biography about his life (search on YouTube for "Frederick Douglass biography for students").
- Think about a writer or speaker *you* admire. What makes their voice powerful or effective?
Keep exploring the power of words!

Please take a moment to reflect on the lesson and rate the following aspects based on your experience. This helps in tailoring future lessons.

Mental Demand

How much mental and perceptual activity was required (e.g., thinking, deciding, calculating, remembering, looking, searching)? Was the task easy or demanding, simple or complex?

Low/easy/simple ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 High/demanding/complex

Physical Demand

How much physical fatigue did you feel? Was it physically tiring or restful?

Low/restful ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 High/physically tiring

Temporal Demand

How much time pressure did you feel? Was the pace slow and leisurely or rapid and frantic?

Low/slow/leisurely ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 High/rapid/frantic

Performance

How successful do you think you were in accomplishing the lesson goals? How satisfied were you with your performance?

Poor/Not satisfied ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Good/Very satisfied

Effort

How hard did you have to work (mentally and physically) to accomplish your level of performance?

Low/Not very hard ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 High/Very hard

Frustration Level

How insecure, discouraged, irritated, stressed, and annoyed versus secure, gratified, content, relaxed, and complacent did you feel?

Low/Secure/Content ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 High/Insecure/Stressed

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