**?**

**W2K**

**Draw** conclusions about several people based on their

.

**Notice** different people’s attitudes toward Frederick

Douglass.

**Consider** what is said and what is

using the author’s viewpoint.

**Read** *Narrative of the Life of Frederick Douglass*

by Frederick Douglass.

**Lesson Goals**

**Words to Know**

*Fill in this table as you work through the lesson. You may also use the glossary to help you.*

**Lesson Question**

|  |  |
| --- | --- |
|  | the way a person looks at or thinks about something |
|  | something that is understood because it is clearly stated |
|  | a conclusion based on known facts or evidence |
|  | the angle from which an author tells a story |
|  | something that is understood even though it is not said |


# Understanding the Author’s Perspective

## Perspective is how we see things.

Our of people, things, and events is affected by where we stand in relation to them or how we look at them.

The perception of the mountains and lake is very for people with two different perspectives.

**3**

to the author. What is he or she

Try to notice what is

focusing on or ignoring?

•

particular perspective or way of seeing the world?

descriptions and feelings. Do they reveal a

* Identify

**Determining an Author’s Viewpoint**

Steps to determine an author’s viewpoint:

* Consider the author’s age, experience, living conditions, family life, feelings, and emotions.

**Slide**

**Defining Viewpoint and Point of View**

**Viewpoint** is a way of looking at or thinking about something.

* Different characters in the same story may have different

.

**Point of view** is the angle from which an author presents a story.

* A personal narrative is presented from the first-person

.

* In first-person point of view, the author writes using “I” and expresses his or her version of events.

**Slide**

# Finding the Author’s Viewpoint

### *Underline the words in the passage that describe a change in Douglass’s mistress.*

**3**

But, alas! this kind heart had but a short time to remain such. The fatal poison of irresponsible power was already in her hands, and soon commenced its infernal work. That cheerful eye, under the influence of slavery, soon became red with rage; that voice, made all of sweet accord, changed to one of harsh and horrid discord; and that angelic face gave place to that of a demon.

*–Narrative of the Life of Frederick Douglass,*

*Frederick Douglass*

**Slide**

# Understanding Explicit Information

She had never had a slave under her control previously to myself, and prior to her marriage she had been dependent upon her own industry for a living.

*–Narrative of the Life of Frederick Douglass,*

*Frederick Douglass*

**Explicit** information is stated or said.

## Mrs. Auld had never owned an enslaved person before Douglass.

* Before being married, she had a job of her own.

### *Underline the text that explains that Mrs.* Auld never owned an enslaved person.

**2**

* Mrs. Auld is now dependent on her husband.
* Mrs. Auld acting

may be because of her new situation.

, or a conclusion based on

Implicit information requires an known facts or evidence.

through clues or details.

**Implicit** information is

**Understanding Implicit Information**

She had never had a slave under her control previously to myself, and prior to her marriage she had been dependent upon her own industry for a living.

*–Narrative of the Life of Frederick Douglass,*

*Frederick Douglass*

Making Inferences in *Narrative of the Life of Frederick Douglass*

**?**

How does Frederick Douglass’s viewpoint affect your understanding of different characters?

**Lesson Question**

**Answer**

**Summary**

*Use this space to write any questions or thoughts about this lesson.*