

# Warm-Up

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



### Lesson Question



### Lesson Goals

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

**Consider** what is said and what is  using the author's viewpoint.

**Notice** different people's attitudes toward Frederick Douglass.

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



### Words to Know

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

	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

Warm-Up

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**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.

# Instruction

Part 1

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

Slide

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### 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.

### 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.
- Identify  descriptions and feelings. Do they reveal a particular perspective or way of seeing the world?
- Try to notice what is  to the author. What is he or she focusing on or ignoring?

# Instruction

Part 1

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### Finding the Author's Viewpoint

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

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

**Instruction**  
Part 2

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

Slide

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**Understanding Explicit Information**

**Explicit** information is  stated or said.

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

- Mrs. Auld had never owned an enslaved person before Douglass.
- Before being married, she had a job of her own.

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*

**Understanding Implicit Information**

**Implicit** information is  through clues or details.

Implicit information requires an , or a conclusion based on known facts or evidence.

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*

- Mrs. Auld is now dependent on her husband.
- Mrs. Auld acting  may be because of her new situation.

# Summary

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



### Lesson Question

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



### Answer

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