

**?**

**W2K**

events.

that reveals the

historical context.

how a about

exemplifies this genre.

**Make** predictions

**Find** textual

**Define** personal

narrative and explain

**Read** *Narrative of the Life of 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**

|  |  |
| --- | --- |
|  | an observation about what will happen next |
|  | the time in history that the events occur |
|  | something that proves that something else exists or is true |
|  | a text about a person’s life written by that person |



# Commitment to a Cause

Everyone has a , and many people choose to narrate or write about their experiences.

Frederick Douglass was an enslaved American. He’s considered a hero because he was deeply committed to the abolitionist movement, or the movement to end

.

**Slide**

* Wrote a narrative to address rumors about his origins
* Was a leader in the abolitionist

slavery at age 20 and fled to New York

•

* Was raised by his grandmother until age 6, when he went to live on a plantation

in Maryland

* Was born in February

**Frederick Douglass (1818–1895)**

**2**

* Slavery was a heated subject between Northern and Southern states and a major factor in the Civil War.

.

* In the early 1800s, few enslaved people could read or write.
* White men were the only people who were allowed to

states depended on enslaved laborers.

* Many of the

**Background on Nineteenth-Century America**

**Slide**

* Situations and events that may require

from a different era

•

Challenges:

* Identifying with the author’s circumstances or
* Different places and things that may not exist today

in history that events occur.

**Historical context** is the

**Historical Context**

**5**

**7**

*Underline the words in the passage that describe Douglasss’s miserable condition.*

of what is happening by asking yourself:

determine the why or how?

•

to support your understanding.

* use your

where events are happening.

* identify the time or the

that describes what was happening.

* look for

**Evidence of Historical Context**

To find **evidence** of historical context:

I was seldom whipped by my old master, and suffered little from anything else than hunger and cold. I suffered much from hunger, but much more from cold. In hottest summer and coldest winter, I was kept almost naked – no shoes, no stockings, no jacket, no trousers, nothing on but a coarse tow linen shirt, reaching only to my knees. I had no bed.

–*Narrative of the Life of Frederick Douglass,*

*Frederick Douglass*

**Slide**

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# Understanding the Personal Narrative

A **personal narrative** is a text about a person’s life written by that person.

include:

* recollections, or facts and impressions by the writer.
* the historical context, or period in history, in which the events took place.
* the author’s of how events shaped his or her life.

**Slide**

* read to verify or revise your predictions.

for your prediction.

and

* ask yourself what you already know.
* ask yourself what you

will happen

next.

* think about your reasons

:

To make a

*Underline the evidence in the passage that the reader can use to make a prediction about Douglass’s relationship with the Master.*

happen in the

what

future.

**Making Predictions**

A **prediction** is an observation about

As to my own treatment while I lived on Colonel Lloyd’s Plantation it was very similar to that of the other slave children. I was not old enough to work in the field, and there being little else than field work to do, I had a great deal of leisure time. The most of my leisure

time I spent in helping Master Daniel Lloyd in

finding his birds, after he had shot them.

*–Narrative of the Life of Frederick Douglass,*

*Frederick Douglass*

My connection with Master Daniel was of some advantage to me. He became quite attached to me, and was a sort of protector of me. He would not allow the older boys to impose upon me, and would divide his cakes with me.

*–Narrative of the Life of Frederick Douglass,*

*Frederick Douglass*

**2**

**Verifying Predictions**

*Underline the evidence in the passage that verifies the reader’s predictions.*



Lives of Commitment: *Narrative of the Life of Frederick Douglass*

**?**

How does Frederick Douglass use a personal narrative to tell his story?

**Lesson Question**

**Answer**

**Summary**

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