SMART Targets 8th Grade  
Unit 5.1: “Narrative of the Life of Frederick Douglass, an American Slave” (p. 143-147)

On-going

1. Comprehension questions from autobiographical article (p. 2 of packet – CLASSWORK grade)
2. Language Tasks: Critical Vocabulary/Vocabulary Strategy p. 150 (CLASSWORK grade)
3. Project: Civil War battles project (p. 3 of packet – PROJECT grade)
4. i-Ready (one 45’ lesson and accompanying quiz per week)

Assessments (in-class at end of unit)

1. Analyzing the Text p. 149 #1-5 (CLASSWORK grade)
2. Comprehension Test (TEST grade)

8th Grade ELA Comprehension Questions

Unit 5.1: “Narrative of the Life of Frederick Douglass, an American Slave”

by Frederick Douglass (p. 143-147)

Day 1 – lines 1-48, p. 143-144

1. ANALYZE TEXT – AUTOBIOGRAPHY: An **autobiography** is an account of a writer’s own life. Frederick Douglass is writing about himself and about real people and actual events. Note the use of the pronouns *I*, *me*, and *my*. The pronouns used in a text can be clues to help us determine the author’s point of view. **Re-read lines 1-11 (p. 143).** **Locate the pronouns *I*, *me*, and *my* in the text. From what point of view is Douglass writing? How does this point of view help Douglass achieve his purpose?** (RI.2.6)
2. ANALYZE STRUCTURE: Writers of autobiography often tell events in order, but they may also show how events caused other events. Recognizing such causes and effects helps readers understand why and how events occur, and how those events are connected. **Re-read lines 26-29 (p. 144). Identify through text evidence changes slavery brought about in Douglass’s mistress.** (RI.1.1, RI.1.3)

Day 2 – lines 49-134, p. 145-147

1. ANALYZE TEXT – AUTOBIOGRAPHY: In this part of his autobiography, Douglass describes how he furthered his education after his mistress no longer chose to teach him. **Re-read lines 49-76 (p. 145). Cite evidence that shows the attitudes of white boys. How are these attitudes similar to or different from the attitudes of the master and mistress?** (RI.1.1, RI.1.3)
2. ANALYZE TEXT – AUTOBIOGRAPHY: Beginning in line 112 (p. 146), Douglass describes the result of his having learned to read. **Re-read lines 112-120 (p. 146-147). Explain what Douglass believed his ability to read had caused. Cite evidence showing why he felt that way.** (RI.1.1, RI.1.3)
3. ANALYZE TEXT – AUTOBIOGRAPHY: Douglass escaped to freedom at age 20 and wrote this autobiography about seven years later. **Re-read lines 120-134 (p. 147). Why does Douglass, as a free man writing his autobiography, include these troubling thoughts he had as a teenager?** (RI.1.3, RI.2.6)

Franklin Academy Boynton Beach

Grade 8 Project

Unit 5.1: from *Narrative of the Life of Frederick Douglass, an American Slave*

Assignment: Civil War Research Project

Date of Completion: end of unit

Task: Research any battle of the U.S. Civil War (1861-1865) and create a presentation on the events that took place. The presentation must address key events of the battle, a description of these events, and the effects of the battle on the war itself.

Your presentation may be done in any of the following forms:

1. A five-paragraph essay using standard essay form (introduction, multi-body paragraphs, conclusion).
2. A poster board of images and a 2-3 paragraph description accompanying it.
3. A PowerPoint or Prezi presentation (minimum 10 slides of information – not including title page or pictures)