



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

Grade 7: Module 3: Unit 3
Student Workbook

Name: _____

Unit 3: Lesson 1

Entry Task: Introducing the Children’s Book

Name:

Date:

Directions: Complete this task individually. Read the prompt and underline five important verbs that clarify what you will do for these assessments. Then complete the sentence stems at the bottom of the page.

End of Unit 3 Assessment and Performance Task Prompt

Choose one episode from *Narrative of the Life of Frederick Douglass*. Write and plan the illustrations for a children’s book that tells this story in a way that is appropriate to your audience, conveys a message that is broadly applicable to situations beyond the story, and uses language to create a powerful story. Your story should demonstrate your knowledge of the life of Frederick Douglass and of narrative techniques.

Then, revise your text and illustrate your children’s book. Your **final, publishable version** will be assessed using the Module 3 Performance Task Rubric.

Learning Targets (from W.7.3, W.7.5):

- * I can write a narrative text about an event from *Narrative of the Life of Frederick Douglass* using relevant details and event sequences that make sense.
- * I can use effective narrative techniques to develop the character and events in the narrative.
- * I can provide a conclusion that reflects on the narrated experience of Frederick Douglass and connects it to a larger, more universal message.
- * With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.

Unit 3: Lesson 1
Entry Task: Introducing the Children’s Book

Audience: Upper elementary school
Purpose: To retell one of the events from the life of Fredrick Douglass in an engaging and creative way.

To connect Frederick Douglass’s experience to a universal human truth.

Book length: Six to eight pages (300–500 words)
Illustrations: Four (including cover)
Timing: You will have limited class time for planning, peer review, writing, and illustrating. You will be completing a portion of the work at home.

Your **Children’s Book Storyboards** with a polished version of your text and a rough sketch of your illustrations will be your end of unit assessment and is due _____.

In order to be successful on this project, I will need ...

A potential problem I see is ...

Unit 3: Lesson 1
How a Narrative Is Different from a Summary Reference Sheet

Example from <i>The Last Day of Slavery</i>	A Narrative ...		A Summary ...
“He hid in the woods and ate wild berries, drank water from a shallow stream.” (page 17)	Develops setting with sensory descriptive detail	Establishes context	Names setting
“In front of the fire, he cleaned Frederick’s wounds, gave him Indian corn to eat.” (page 19)	Develops character with “show-not-tell” description—using some adjectives but also nouns, strong verbs, and dialogue		Names characters and describes them with adjectives and verbs
“He knew that Frederick had to be broken soon.... Even when he sat down to eat his lunch, Covey watched him with a cold eye.” (page 13)	Describes events that illustrate the conflict, but usually does not explicitly name it	Establishes conflict	Names the conflict
There are many examples. Here is one: “While they kicked and hit each other, while they wrestled in the dirt, the slaves watched in disbelief.” (page 23)	“Shows” the most important events unfolding by using sensory description, strong verbs, and dialogue		

Unit 3: Lesson 1

How a Narrative Is Different from a Summary Reference Sheet

Example from <i>The Last Day of Slavery</i>	A Narrative ...		A Summary ...
<p>There are many examples. Here is one: “While they kicked and hit each other, while they wrestled in the dirt, the slaves watched in disbelief.” (page 23)</p>	<p>“Shows” the most important events unfolding by using sensory description, strong verbs, and dialogue</p>	<p>Climbing steps: tells the story in logical sequence</p> <p>Has a clear climax</p>	<p>Names the important points of action</p> <p>Uses some description and strong verbs</p>
<p>“When Frederick was seventeen ...” (page 13)</p> <p>“One day ...” (page 15)</p> <p>“That night ...” (page 17)</p>	<p>Uses transitional words like then, next, etc.</p>		<p>Uses transitional words like then, next, etc.</p>
<p>“Lying in the dark of the woods, he wished he were an animal himself: a creature with fur and claws to protect himself.” (page 17)</p>	<p>Focuses on thoughts and emotions of the character</p>		<p>Mentions thoughts and emotions of characters in passing</p>
<p>“When the fight was over, the breaker looked at Frederick with new eyes. Fear was in his eyes, but also respect.” (page 26)</p> <p>“He told himself that he would never think or act like a slave again.” (page 27)</p>	<p>Shows the resolution of the conflict</p> <p>Shows character growth</p> <p>Implies a theme or universal truth but usually does not explicitly say it</p>	<p>Provides a conclusion</p>	<p>Sums up the events of the story</p> <p>Names the resolution of the conflict</p> <p>Directly states character growth and change</p>

Unit 3: Lesson 2
Entry Task: Summing It Up

Name:

Date:

Part I

Directions: Complete this task individually.

These are the last lines of *Frederick Douglass: The Last Day of Slavery*:

“That night, while he lay by the fire, Frederick thought about his mother. He remembered how she had walked all night, across the frozen fields, just to hold him. He told himself that he would never think or act like a slave again. He promised his mother that one day he would escape, that all slaves would be free. Frederick looked up into the sky and saw the moon drifting through the clouds. After the moon came a star, pale and far off, but burning in the sky.”

1. What is the theme that Frederick reflects on in these last few lines?

2. The star that he sees “pale and far off but burning” is symbolic to him. What does the star represent to Frederick?

Unit 3: Lesson 2
Entry Task: Summing It Up

Part II

Directions: With a partner, articulate a **thematic statement** for two of the episodes we read as a class.

Episode:	Episode:
<p>That night, while he lay by the fire, Frederick thought ...</p> <p>He told himself that ...</p>	<p>That night, while he lay by the fire, Frederick thought ...</p> <p>He told himself that ...</p>

Unit 3: Lesson 2
Children’s Book Scavenger Hunt

Name:

Date:

I. Scavenger Hunt

Directions: Read the children’s book provided and answer the questions in the first column. Then look for the author’s use of narrative techniques. When you find evidence of one, note it in the third column.

Book Title:

Elements of a story	Can you find ...?	Example from text (with page number)
What is the setting?	... one sensory detail that helped you imagine the setting?	
Who is the main character?	... when the author shows you a character trait instead of just telling you?	
What is the central conflict?	... where the author shows you the conflict instead of telling you?	
What happens in the story?	... a strong verb ? ... an example of dialogue ? ... three vivid words or precise adjectives ?	
Does the author show what the characters think or feel?	... one thought-shot?	
What is the resolution?	... some concluding sentences that lead the reader to the thematic statement that the story is implying?	

Unit 3: Lesson 2
 Children’s Book Scavenger Hunt

II. Zooming in

Directions: Think for a moment about where the author zoomed in on the action or characters and where the author did not.

1. Describe one event the author zoomed in on. Why is this event important enough to zoom in on? What tools did the author use to magnify this event?

2. Describe a place that the author paused to give the reader a thought-shot. Why was it important for us to know the thoughts of the character at this time?

3. Describe one event the author moved quickly over. Why is this event not important enough to zoom in on?

Unit 3: Lesson 2
 Children’s Book Scavenger Hunt

III. Looking at Pictures

Directions: Now spend a few minutes looking at the pictures. Pick one illustration to focus on. What do you notice? Why? What part of the text did this author choose to illustrate? Make some notes for yourself below. Be prepared to share out with a partner.

IV. Tell a Friend (you’ll do this in the next lesson)

Directions: Now share what you found with your small group. Start with these sentence stems:

My story was powerful/was not powerful because ...

I noticed that the author of this book ...

Unit 3: Lesson 2
Children's Book Scavenger Hunt

As you discuss, use this as an opportunity to practice using these sentence stems that can help you on your mid-unit assessment.

Questions to encourage discussion:

Why did you think ...?

Did you consider ...?

Could you explain your thinking about ...?

I hear you saying.... Is that right?

Respectful responses that encourage discussion:

I'm glad you said ...

I hadn't thought of ...

I see it differently because ...

I hear you saying ... and now I think ...

Unit 3: Lesson 2
Putting Sentences Together

Name:

Date:

Directions: Using the collections of phrases and sentences below, make a least three grammatically correct sentences. You can add words, rearrange existing words, or change verbs tense if you need to.

Model: Dog,
getting on my nerves,
barking

The dog, which was barking, was getting on my nerves.
The barking dog was getting on my nerves.
The dog, which was getting on my nerves, wouldn't stop barking.
Because he was barking, the dog was getting on my nerves.

Combining phrases: Day,
sunny,
was starting to get cloudy

There was someone
He looked
down the hall
didn't recognize

Combining sentences: Frederick learned to read.
Reading opened up a whole new world to him.
Frederick got a taste of freedom.

Frederick devised a daring plan.
It was a plan full of danger.
The plan filled him with hope.

Unit 3: Lesson 3

Entry Task: Preparing for the Mid-Unit Assessment Part 1

.....
Name:

.....
Date:

Directions: Please complete this task individually. Read over the assessment prompt and criteria. Then answer the questions below.

Mid-Unit 3 Assessment Prompt

Tomorrow you will participate in a Writer’s Roundtable. You will present your Children’s Book Plan to the group and talk about the questions and concerns you have. This will be an excellent chance for you to get feedback on your Children’s Book Plan so far. You will also help your fellow classmates by critiquing their plans thoughtfully. In addition, it will demonstrate how well you can reach the following learning targets:

- * I can effectively engage in discussions with diverse partners about seventh grade topics, texts, and issues.
- * I can follow rules for collegial discussions and track my progress toward a specific goal.
- * I can pose questions that elicit elaboration and respond to the questions and comments of others with relevant observations.
- * I can acknowledge new information expressed by others and, when warranted, modify my own views.

Unit 3: Lesson 3

Entry Task: Preparing for the Mid-Unit Assessment Part 1

Speaking and Listening Criteria

What it will look like when I reach the learning targets:	Sentence stems that may help me:
<p>____ Asks relevant, helpful questions that elicit elaboration</p>	<p>Why did you think ...? Did you consider ...?</p>
<p>____ Seeks to clarify and understand other perspectives, especially when they differ from one's own</p>	<p>Could you explain your thinking about ...? I hear you saying.... Is that right? Do you agree that ...?</p>
<p>____ Makes helpful observations about another's work</p>	<p>I hear you saying ... I see you have ... A real strength of this part is ... This part needs a little work because ...</p>
<p>____ Seeks out and respectfully acknowledges others' ideas</p>	<p>I'd like to hear your thoughts on ... I'm glad you said ... I hadn't thought of ... I see it differently because ...</p>
<p>____ Does not dominate conversation</p>	<p>I'd like to hear your thoughts on ...</p>

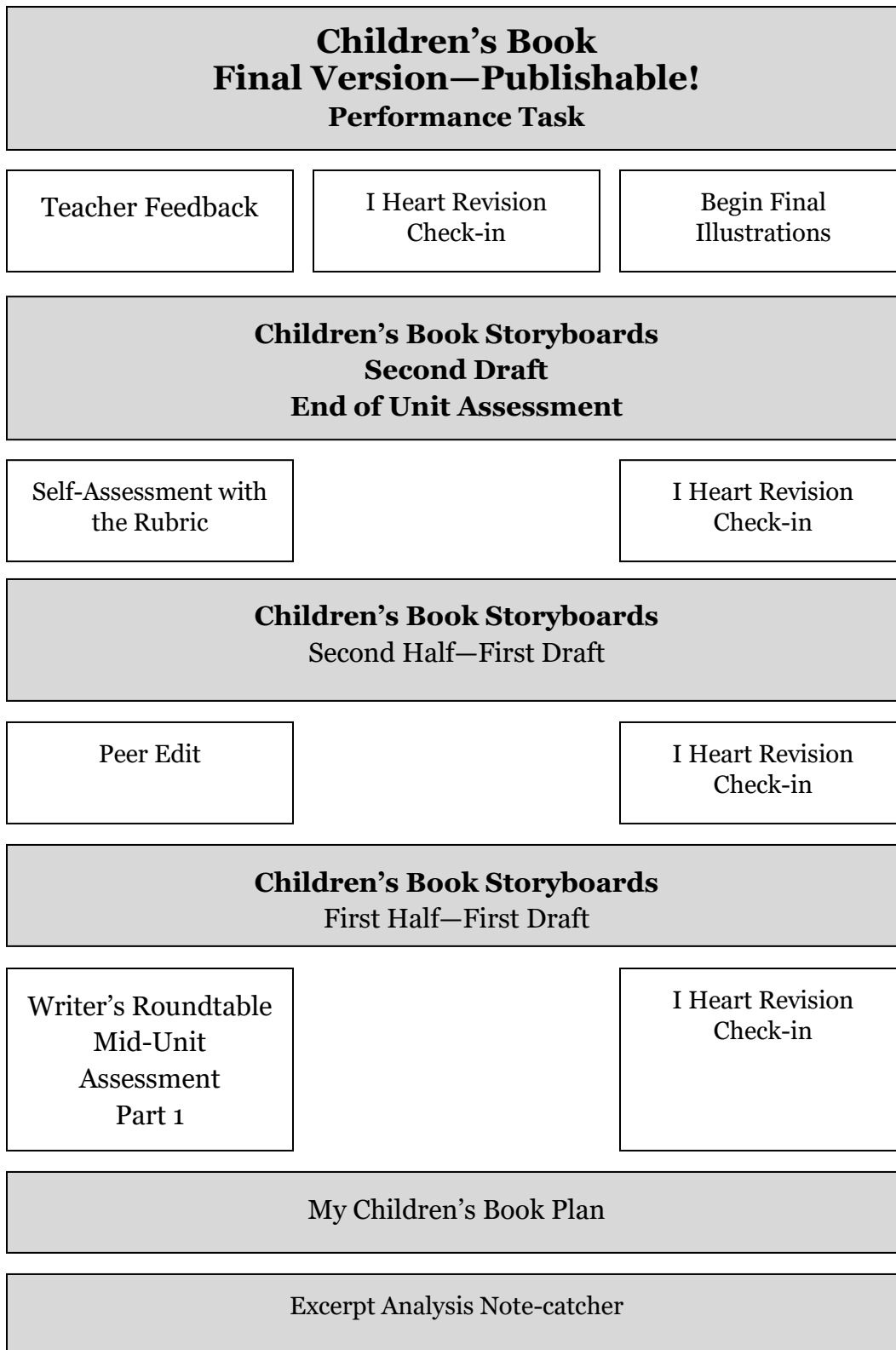
Unit 3: Lesson 3

Entry Task: Preparing for the Mid-Unit Assessment Part 1

1. What will you need to do to be successful in the group discussion tomorrow?

2. What are some potential pitfalls? How will you avoid them?

Unit 3: Lesson 3
The Ladder to Success Anchor Chart



Unit 3: Lesson 3
My Children’s Book Plan

Name: _____

Date: _____

Directions:

Now you will plan your children’s story. When you begin writing, you will use this plan as a guide. However, you will probably make small adjustments as you write. As you plan, think carefully about where you will zoom in and be more detailed; do it deliberately and only in moments of the story that need to be examined closely. You may have six to eight pages in your book. You must have at least five pages planned for the Writer’s Roundtable tomorrow.

Gist of the story:
Thematic statement

Page number	Gist of the text * Narrative tool I will use	Gist of illustration (Remember: Not every page needs an illustration. Choose the pages that best lend themselves to images.)	Step on the narrative arc
<i>Model</i>	<i>Douglass was born on a plantation. He didn’t know his mother. * Sensory details: slept with “miserable blankets” on a “cold, damp floor” * Showing character traits: mother walking all night</i>	<i>FD as a baby with a shadowy, blurry image of his mother standing over him</i>	<i>Establishing context—setting, character, and central conflict</i>

Unit 3: Lesson 3
My Children’s Book Plan

Page 1			
Page 2			
Page 3			
Page 4			

Unit 3: Lesson 3
My Children's Book Plan

Page 5			
Page 6			
Page 7			

Unit 3: Lesson 3
My Children's Book Plan

My Takeaway from the Writer's Roundtable (do this during discussion tomorrow)

Unit 3: Lesson 3

Exit Ticket: Planning for the Mid-Unit Assessment Part 1

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Name:

.....
Date:
.....

How confident are you in your children’s book plan? Why?

.....
.....
.....
.....

What are you still unclear about? How could talking it over with your peers help address your concerns?

.....
.....
.....
.....

Unit 3: Lesson 3

Exit Ticket: Planning for the Mid-Unit Assessment Part 1

What five questions will you ask your group tomorrow? Here are some examples to get you started (you may use these example questions—they're useful!):

- I'm thinking of zooming in on these moments. Do they seem critical to the story?
- What pages should have an illustration?
- Is my thematic statement appropriate to the story?

1.

2.

3.

4.

5.

Unit 3: Lesson 3
Sentence Practice Homework

Name:

Date:

Directions: Use this practice sheet to help you prepare for the Mid-Unit 3 Assessment Part 2.

Reading Complex Sentences

1. When we got halfway to St. Michael’s, while the constables in charge were looking ahead, Henry inquired of me what he should do with his pass.

Underline the main clause of the sentence.

2. We were spreading manure; and all at once, while thus engaged, I was overwhelmed with an indescribable feeling, in the fullness of which I turned to Sandy, who was nearby, and said, “We are betrayed!”

Underline the main clause of the sentence
Which noun does the phrase “who was nearby” modify?

3. During the scuffle, I managed—I know not how—to get my pass out and, without being discovered, put it into the fire.

Underline the main clause of the sentence.
The phrase “without being discovered” modifies which phrase: “out into the fire” or “I know not how”?

Unit 3: Lesson 3
Sentence Practice Homework

Writing Complex Sentences

1. Combine these three phrases into a grammatically correct sentence:

Frederick Douglass was a runaway slave
 who wrote an autobiography
 Frederick Douglass was a passionate abolitionist

2. Combine these phrases into a grammatically correct sentence:

Mrs. Auld surprised Frederick by looking at him kindly
 who had never owned slaves before

Unit 3: Lesson 3
Sentence Practice Homework

3. Combine these three sentences into a grammatically correct sentence:

A slave who tried to run away faced many dangers
 Some of the dangers a slave faced were crossing treacherous terrain, being chased by
 bloodthirsty dogs
 and starving to death
 Many slaves didn't dare to run away

Unit 3: Lesson 3
Sentence Practice Homework

Correct the following sentences. (Note: There is more than one correct answer.)

1. Frederick saw slaves being beaten, this changed his life and made him wonder how human beings could treat each other this way.

2. When he escaped to the North, Frederick was amazed at the people and the kindness they offered, who were so hard working.

3. Frederick was dizzy and hot but he knew if he didn't get up.

Unit 3: Lesson 3
Sentence Practice Homework

4. Because many slaves were terrified of being caught.

5. When a slave sings, it is not because he is happy and carefree. But because he has no other way to express his deep sadness.

Unit 3: Lesson 4
 Writer's Roundtable: Peer Observation

Name: _____

Date: _____

<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Asks relevant, helpful questions that elicit elaboration</p> <p>___ Makes thoughtful observation about another's work</p> <p>___ Seeks out and respectfully acknowledges others' ideas</p> <p>___ Seeks to clarify other perspectives, especially when they differ from one's own</p> <p>___ Does not dominate conversation</p>
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<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Asks relevant, helpful questions that elicit elaboration</p> <p>___ Makes thoughtful observation about another's work</p> <p>___ Seeks out and respectfully acknowledges others' ideas</p> <p>___ Seeks to clarify other perspectives, especially when they differ from one's own</p> <p>___ Does not dominate conversation</p>
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<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Asks relevant, helpful questions that elicit elaboration</p> <p>___ Makes thoughtful observation about another's work</p> <p>___ Seeks out and respectfully acknowledges others' ideas</p> <p>___ Seeks to clarify other perspectives, especially when they differ from one's own</p> <p>___ Does not dominate conversation</p>
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Unit 3: Lesson 4
 Writer's Roundtable: Peer Observation

<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Asks relevant, helpful questions that elicit elaboration</p> <p>___ Makes thoughtful observation about another's work</p> <p>___ Seeks out and respectfully acknowledges others' ideas</p> <p>___ Seeks to clarify other perspectives, especially when they differ from one's own</p> <p>___ Does not dominate conversation</p>
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<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Asks relevant, helpful questions that elicit elaboration</p> <p>___ Makes thoughtful observation about another's work</p> <p>___ Seeks out and respectfully acknowledges others' ideas</p> <p>___ Seeks to clarify other perspectives, especially when they differ from one's own</p> <p>___ Does not dominate conversation</p>
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<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Asks relevant, helpful questions that elicit elaboration</p> <p>___ Makes thoughtful observation about another's work</p> <p>___ Seeks out and respectfully acknowledges others' ideas</p> <p>___ Seeks to clarify other perspectives, especially when they differ from one's own</p> <p>___ Does not dominate conversation</p>
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Unit 3: Lesson 4

Mid-Unit 3 Assessment Part 1: Writer’s Roundtable: Self-Assessment

Name: _____

Date: _____

Directions: As you participate in the Writer’s Roundtable today, please track the kinds of comments and questions you are asking. For each comment, put a checkmark next to each criteria you are addressing. A good way to gauge if you are dominating the conversation is if you have many checkmarks for each criteria. If you notice this happening, invite others into the conversation.

Speaking and Listening Criteria

Criteria	Sentence stems that may help me:
____ Asks relevant, helpful questions that elicit elaboration	Why did you think ...? Did you consider ...?
____ Seeks to clarify and understand other perspectives, especially when they differ from one’s own	Could you explain your thinking about ...? I hear you saying.... Is that right? Do you agree that ...?
____ Makes helpful observation about another’s work	I hear you saying ... I see you have ... A real strength of this part is ... This part needs a little work because ...
____ Seeks out and respectfully acknowledges others’ ideas	I’d like to hear your thoughts on ... I’m glad you said ... I hadn’t thought of ... I see it differently because ...
____ Does not dominate conversation	I’d like to hear your thoughts on ...

Unit 3: Lesson 4

Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Self-Assessment

Self-Assessment

Based on the criteria above, write a short paragraph that evaluates your performance in the Writer's Roundtable. Consider these questions: What were your strengths? What was the best question you asked? Why? What were your struggles?

Unit 3: Lesson 5
Entry Task: I Heart Revisions

Name:

Date:

Directions: A vital part of the writing process is feedback and revision. You will have several opportunities to revise your children’s book. This chart will help you track your feedback and subsequent plans for revision. It will also help you demonstrate how well you have reached the following learning target:

- With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.

Revision Point 1: Writer’s Roundtable

Comments:		My Reaction:
Strengths:	Suggestions for revision:	I agree/disagree with this suggestion because ... Based on these comments, I will ... because ...

Unit 3: Lesson 5
Entry Task: I Heart Revisions

Revision Point 2: Partner Read

Comments:		My Reaction:
Strengths:	Suggestions for revision:	I agree/disagree with this suggestion because ... Based on these comments, I will ... because ...

Revision Point 3: Myself

Date

Comments:		My Reaction:
Strengths:	Suggestions for revision:	I agree/disagree with this suggestion because ... Based on these comments, I will ... because ...

Unit 3: Lesson 5
 Entry Task: I Heart Revisions

Revision Point 4: Teacher Feedback

Comments:		My Reaction:
Strengths:	Suggestions for revision:	<p>I agree/disagree with this suggestion because ...</p> <p>Based on these comments, I will ... because ...</p>

Unit 3: Lesson 5
Children's Book Story Board

.....
Name:

.....
Date:
.....

First draft of text

Second draft of text

Unit 3: Lesson 5
Children's Book Story Board

Directions: Plan what each page of your story will look like. The illustration can be a rough sketch. The text should be carefully planned, revised, and finalized before you turn it in for the end of unit assessment.

Page Number:

Teacher Feedback:

Illustration (if applicable)

Unit 3: Lesson 5
Children's Book Story Board

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Name:

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Date:

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First draft of text

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Second draft of text

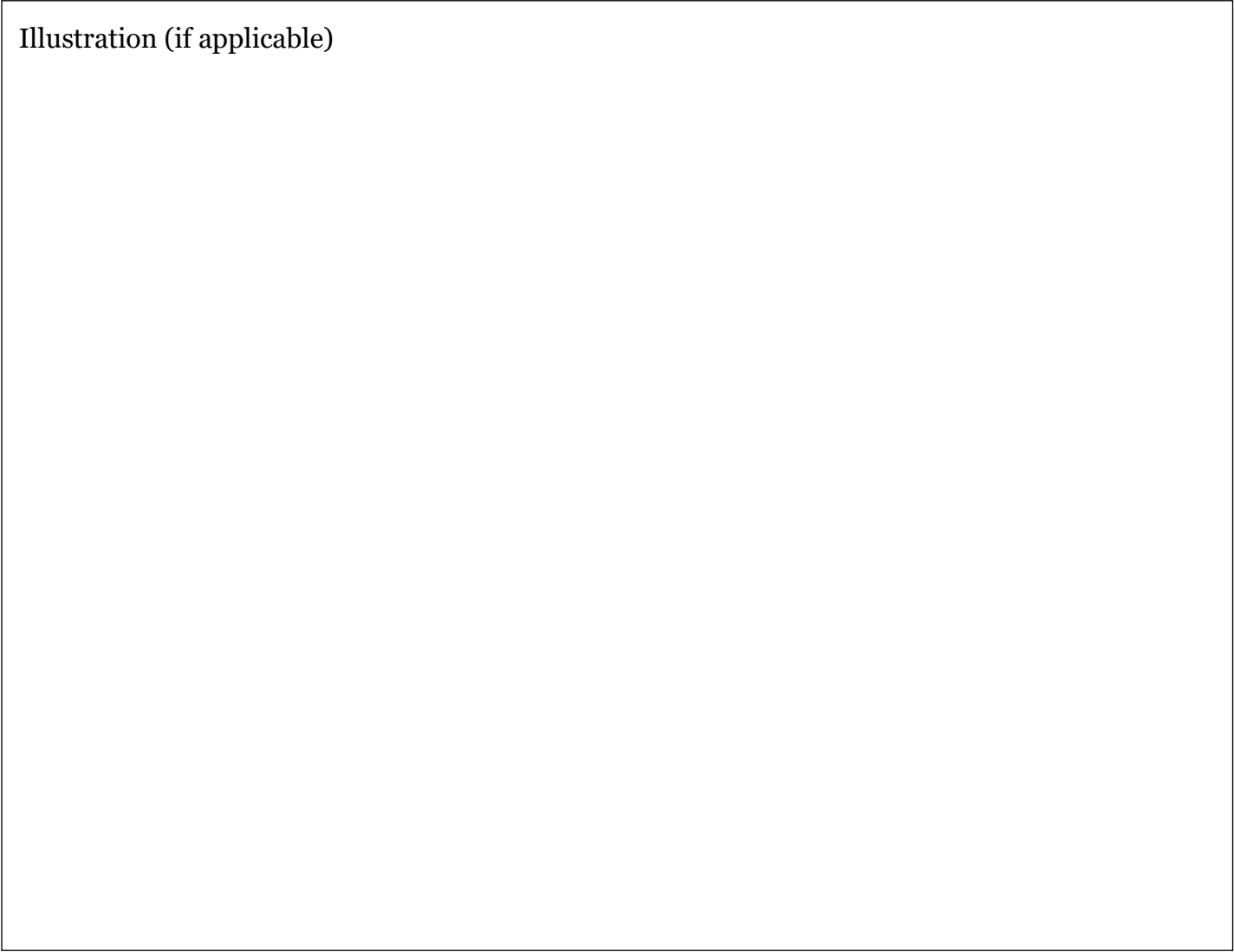
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Unit 3: Lesson 5
Children's Book Story Board

Directions: Plan what each page of your story will look like. The illustration can be a rough sketch. The text should be carefully planned, revised, and finalized before you turn it in for the end of unit assessment.

Page Number: Teacher Feedback:

Illustration (if applicable)



Unit 3: Lesson 5
Children's Book Story Board

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Name:

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Date:

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First draft of text

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Second draft of text

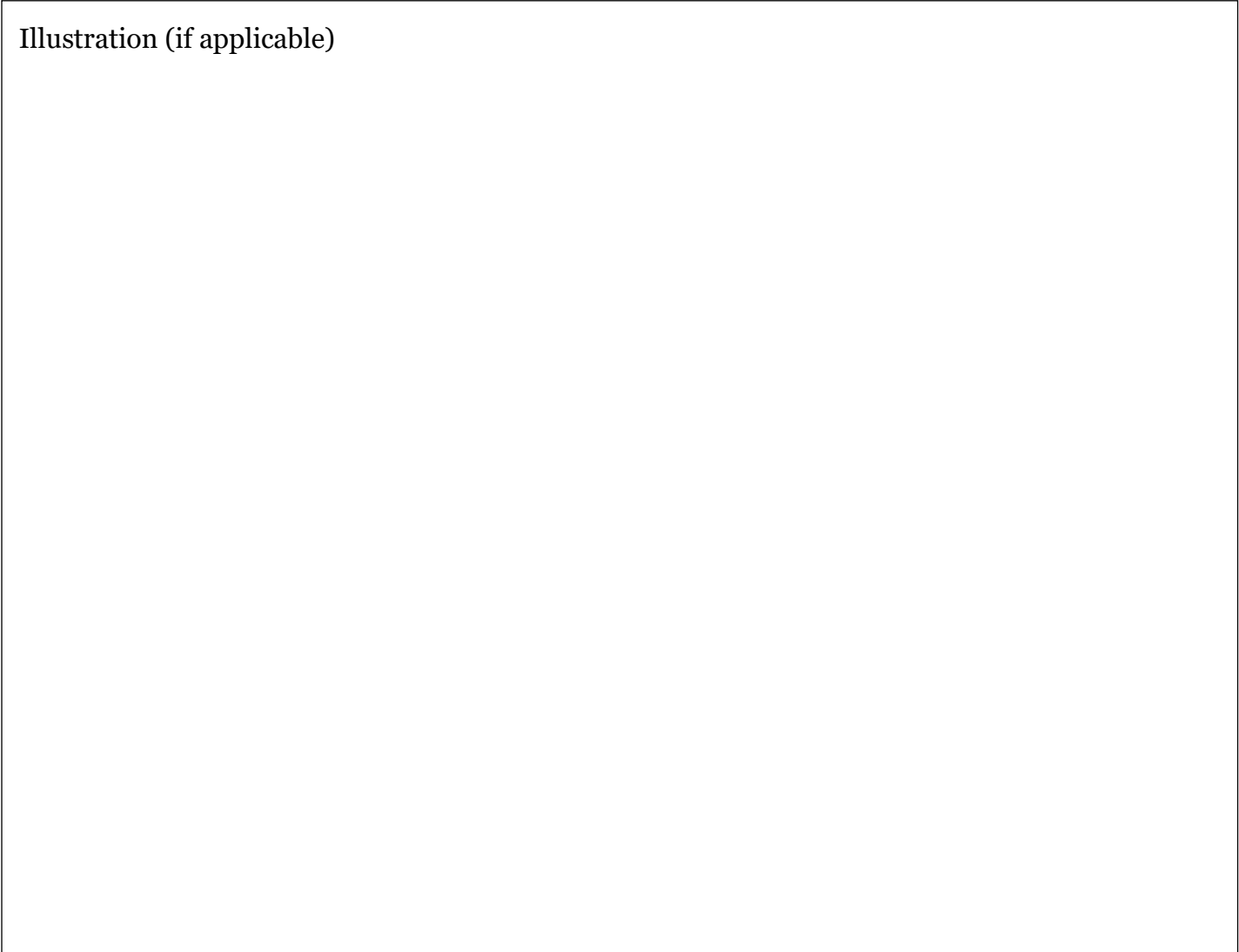
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Unit 3: Lesson 5
Children's Book Story Board

Directions: Plan what each page of your story will look like. The illustration can be a rough sketch. The text should be carefully planned, revised, and finalized before you turn it in for the end of unit assessment.

Page Number: Teacher Feedback:

Illustration (if applicable)



Unit 3: Lesson 6
Entry Task: Sharpening Your Tools, Part 2

Name: _____

Date: _____

Directions: Read the following paragraphs. They both narrate the same event from *The Last Day of Slavery*.

Version 1

One day, Frederick was working in the tobacco barn. It was a hot day, and he soon grew tired. Dizzy and sick, he stumbled into the light, fell down beneath an oak tree. The breaker told Frederick to get up and finish his work. Frederick tried to explain, but Covey wouldn't listen. Frederick felt the blow of the hickory stick against his head. The breaker hit him again and again, until he crawled into the barn.

Version 2

One day, Frederick was in the barn. He got really sick. Covey got mad and yelled at him. Frederick couldn't get up so Covey hit him a lot. Frederick got away.

1. Which version do you think is more clear and vivid, and better helps the reader understand what is happening? Why?

2. Which narrative tools do you see the author using in these paragraphs?

Unit 3: Lesson 6
A Short List of Strong Verbs

General verbs	Vivid verbs
work	toil, labor, struggle, strain
like	admire, adore, appreciate, cherish, be fond of, worship
dislike	abhor, abominate, avoid, condemn, deplore, despise, detest, disapprove, hate, loathe, resent, scorn, shun
hit	beat, knock, box, bump, slap, whack, bang
run	dart, dash, jog, lope, scamper, scurry, sprint
said	whispered, sputtered, squeaked, stammered, demanded, begged, interrupted, insisted, murmured, uttered, mumbled, cried, roared, proposed
walk	amble, hike, march, plod, saunter, stroll, stride, trek, trudge
want	wish, crave, long for, yearn, hunger

Unit 3: Lesson 6
Peer Editing Checklist: First Draft

Author's Name: _____

Editor's Name: _____

Directions: Read your partner's page carefully. Then fill out the checklist below. Not every page will have all the items on the list. Write your specific feedback in the space below.

Page #: _____

- _____ Uses powerful language that is precise, relevant, and descriptive
- _____ The text “shows” the action rather than “tells” by using:
 - _____ sensory description _____ strong verbs _____ precise, vivid word choice _____ dialogue
- _____ Language is appropriate for audience
- _____ Uses a variety of sentence types
- _____ Follows narrative arc
- _____ Page 1 or 2: establishes context (setting, characters, and conflict)
- _____ Pages 2–5: uses transitional words to explain the logical sequence of events
- _____ Last page: provides a thought-provoking and relevant reflection on a universal truth

Praise:	Questions:	Suggestions:

Unit 3: Lesson 6
Peer Editing Checklist: First Draft

Page #: _____

- _____ Uses powerful language that is precise, relevant, and descriptive
- _____ The text “shows” the action rather than “tells” by using:
 - _____ sensory description _____ strong verbs _____ precise, vivid word choice _____ dialogue
- _____ Language is appropriate for audience
- _____ Uses a variety of sentence types
- _____ Follows narrative arc
- _____ Page 1 or 2: establishes context (setting, characters, and conflict)
- _____ Pages 2–5: uses transitional words to explain the logical sequence of events
- _____ Last page: provides a thought-provoking and relevant reflection on a universal truth

Praise:	Questions:	Suggestions:

Unit 3: Lesson 7
Independent Reading Check-in

Name: _____

Date: _____

Directions: Complete this task individually. Look back through the pages you’ve recently read and pick a short passage (three or four sentences) where you can see the narrative tools at work. Copy the passage into the left-hand column. Then write a blander, less engaging version of the text that has no narrative tools in the right-hand column.

Original passage	Less vivid version

3. Explain why you picked this passage. What narrative technique do you see?

4. Why did the author zoom in here? Explain the overall significance of this character or event.

Unit 3: Lesson 7

Sharpening Your Tools, Part 3: Dialogue and Figurative Language

Version 1

“What are you doing?!” demanded Mr. Auld as he walked in on Mrs. Auld teaching Frederick his ABC’s.

“I’m teaching little Freddy here his ABC’s. Did you know this poor young man doesn’t even know his ABC’s? Imagine such a thing!”

“No, YOU imagine! Wife, do you know what would happen if you teach this slave to read? Why ... he’ll get ideas! Dangerous ideas! He would be unfit to be a slave. He’ll be unhappy with his God-given role. Do you want that? Wife, you have forgotten that this is not a young man, this is a slave! Now stop this at once!”

Mrs. Auld’s eyes filled with tears. “I was just trying to help!” she cried as she fled from the room.

That changed everything. It was if a light had been switched off in Mrs. Auld’s heart. She grew suspicious of Frederick and instead of looking for ways to be kind to him, she tried to catch him being disobedient. If she saw him looking at a newspaper she would snatch it away, slap his hand, and begin shrieking about the ingratitude of slaves. Frederick missed his kind mistress.

Version 2

However, the experience of owning a slave soon corrupted her. On day her husband came home and saw her trying to teach Frederick his letters. Her husband forbade her from teaching Frederick to read, saying that it spoiled a slave to learn to read. She then turned into a “demon” and began to watch his every move. When she caught him holding a newspaper she would snatch it away and yell at him.

Unit 3: Lesson 7

Sharpening Your Tools, Lesson 3: Dialogue and Figurative Language

Version 3

“What are you doing?!” demanded Mr. Auld as he walked in on Mrs. Auld teaching Frederick his ABC’s.

“What do you mean?” Mrs. Auld asked innocently.

“I mean, what are you doing right now?” Mr. Auld insisted. Frederick looked around nervously like a cat stuck in a tree.

“I’m teaching little Freddy here his ABC’s. Did you know this poor young man doesn’t even know his ABC’s? Imagine such a thing!”

“You’re teaching him what?” Mr. Auld was so angry he could barely speak. It was as if his tongue was tied.

“His ABC’s.”

“His ABC’s! Why ... why ...” Mr. Auld sputtered out like an old car engine.

“I mean to have no learning, imagine!” Mrs. Auld continued, oblivious to her husband’s feelings.

“No, YOU imagine! Wife, do you know what would happen if you teach this slave to read? Why ... he’ll get ideas! Dangerous ideas! He would be unfit to be a slave. He’ll be unhappy with his God-given role. Do you want that? Wife, you have forgotten that this is not a young man, this is a slave! Now stop this at once!”

“What? What do you mean?”

“You know what I mean! Are you an idiot? You can’t teach a slave to read. I can’t say it any clearer!”

Mrs. Auld’s eyes filled with tears like a waterfall. “I was just trying to help!” she cried as she fled from the room.

Unit 3: Lesson 8
Entry Task: Looking at the Rubric

Name: _____

Date: _____

Directions: Complete this task individually. Read through the each column. Underline the two most important words in each box.

Children’s Book Based on Frederick Douglass Rubric (7M3 Performance Task)

	3	2	1
Content	<p>The author demonstrates an understanding of the characters and events in <i>Narrative of the Life of Frederick Douglass</i>.</p> <p>The story is appropriate for children.</p>	<p>The author demonstrates a limited understanding of the characters and events in the <i>Narrative</i>.</p> <p>The story is somewhat appropriate for children.</p>	<p>The author demonstrates little understanding of the characters and events in the <i>Narrative</i>.</p> <p>The story does not seem particularly suited to any specific audience.</p>

Unit 3: Lesson 8
Entry Task: Looking at the Rubric

Children’s Book Based on Frederick Douglass Rubric (7M3 Performance Task)

	3	2	1
<p>Narrative techniques</p>	<p>The author uses narrative tools (such as strong verbs, show-not-tell details, precise word choice, dialogue, etc.) thoughtfully and deliberately to make an engaging story where the meaning is clear to the reader.</p> <p>The story follows the narrative arc, including establishing setting, following a logical sequence of events, and providing a conclusion.</p> <p>The story concludes with thoughtful and engaging thematic statement.</p>	<p>The author uses the narrative tools somewhat appropriately but inconsistently.</p> <p>The story follows the narrative arc.</p> <p>The story concludes with a thematic statement.</p>	<p>The author uses very few narrative tools or uses them indiscriminately, without a clear connection to the story.</p> <p>The story does not include all the steps on the narrative arc.</p> <p>The story concludes with a confusing thematic statement or the thematic statement is missing.</p>

Unit 3: Lesson 8
Entry Task: Looking at the Rubric

Children’s Book Based on Frederick Douglass Rubric (7M3 Performance Task)

	3	2	1
Conventions	The story follows the written conventions appropriate for seventh grade with special attention to sentence structure, spelling, and comma use.	The story follows the written conventions appropriate for seventh grade inconsistently especially in these areas: sentence structure, spelling, and comma use.	The story does not follow the written conventions appropriate for seventh grade especially in these areas: sentence structure, spelling, and comma use.
Revisions	The author used feedback from others and the writing process to make meaningful revisions.	The author used feedback from others and the writing process to make limited revisions.	The author did not use feedback from others or the writing process to make meaningful revisions.

Unit 3: Lesson 9
Entry Task: Using Commas with Adjectives

Name:

Date:

***Directions:* Punctuate these sentences correctly.**

1. The sweet frosty milkshake was delicious.
2. The noise of the freeway was loud relentless and depressing.
3. I knew the electricity was out because the school hall was dark cold and deserted
4. The shiny electric car was driving down the winding curvy road.
5. I pulled on a thick cotton sweater and went outside into the crisp fall day.
6. The cheerful store clerk described the sales to me in a voice that was enthusiastic melodic and frankly a little creepy.

Unit 3: Lesson 9

Entry Task: Using Commas with Adjectives Answer Key

Directions: Use this answer key to check your work.

1. The sweet, frosty milkshake was delicious.
2. The noise of the freeway was loud, relentless, and depressing.
3. I knew the electricity was out because the school hall was dark, cold, and deserted.
4. The shiny electric car was driving down the winding, curvy road.
5. I pulled on a thick cotton sweater and went outside into the crisp fall day.
6. The cheerful store clerk described the sales to me in a voice that was enthusiastic, melodic and, frankly, a little creepy.

Unit 3: Lesson 9

End Of Unit 3 Assessment: Self-Assessment of My Draft Storyboard

Directions: Today you are turning in your second draft of your Storyboard as your End of Unit 3 Assessment. Please answer the questions below about your second draft of your Storyboard.

One thing I think I did well in the second draft of my story was....

One lingering question/ or concern I have that I would like my teacher’s help on is...

Now create a packet that includes the following:

- ___ Self-Assessment (this piece of paper)
- ___ Entry Task: Looking at the Rubric (handout from Lesson 8)
- ___ I Heart Revisions (last added to in Lesson 8)
- ___ Children’s Book Storyboards—with first and second draft of text and a sketched out illustration idea on each page.

	3	2	1	Teacher Feedback
Content				
Narrative Techniques				
Conventions				
Revisions				

Overall comment:

Analyzing a Powerful Story:
Turning the Page

Name: _____

Date: _____

Directions: Use the chart below to gather evidence from the text to support your analysis.

Remember: Powerful stories and language make you feel something or change your thinking.

<i>Turning the Page</i>	Content/ Character	Theme	Language (including sensory details, strong verbs, vivid images, figurative language)	Images
<p><i>Pg 10</i> <i>“Mrs. Auld wouldn’t meet ... away.”</i></p>	<p><i>This shows us Mrs. Auld is ashamed. At first we think it’s because she can’t teach Frederick anymore. As we read more, we think she might be ashamed that she didn’t know how to treat a slave because this is a turning point for her. We see how slavery corrupts her.</i></p>			<p><i>The picture of Frederick peeking out behind the door is a good way of showing he is about to hear something life-changing and realize reading leads to freedom.</i></p>

<i>Turning the Page</i>	Content/ Character	Theme	Language (including sensory details, strong verbs, vivid images, figurative language)	Images

What did this powerful story make you feel? Why?

How did this powerful story change your thinking? Why?

