

Facilitator Resource

What to the Slave is the Fourth of July

Leadership I - High School - Day 3

“What to the Slave Is the Fourth of July”

Anticipation Guide Sample

What should we see if the teacher is scaffolding the instruction effectively for this level of text complexity?

Qualitative Features	Level of Complexity	What would we see?	What would we hear?
Language Features	<p><u>Moderately Complex</u></p> <ul style="list-style-type: none"> The text contains some abstract language. Vocabulary is familiar and not overly academic. There are many compound sentences with several subordinate phrases, clauses, and transition words: “ Fellow-citizens; above your national, tumultuous joy, I hear the mournful wail of millions! whose chains, heavy and grievous yesterday, are, to-day, rendered more intolerable by the jubilee shouts that reach them. If I do forget, if I do not faithfully remember those bleeding children of sorrow this day, “may my right hand forget her cunning, and may my tongue cleave to the roof of my mouth!” 	<p>Pre-teaching text-critical vocabulary.</p> <p>Providing opportunities for rich exploration of word meaning— synonyms/antonyms, connotations, metaphorical language, etc.</p> <p>Working with syntax—asking questions that attend to specific phrases and sentences in the text.</p> <ul style="list-style-type: none"> Engaging students in juicy sentence work. Asking questions that reflect the language demands of the text and standard. 	<p>Posing questions that ask students to determine the meaning of words and phrases as they are used in the text</p> <p>Building fluency so that students can devote their attention to comprehension (teacher read aloud, choral reading, paired reading, etc.).</p> <p>Asking students to identify aspects of the text that reveal the author’s point of view or purpose and to engage in analysis of the rhetoric.</p>
Knowledge Demands	<p><u>Moderately Complex</u></p> <ul style="list-style-type: none"> The text relies on common practical knowledge of the birth of the United States and includes allusions to the Declaration of Independence, the principles of democracy and citizenship, and history with other countries. In addition, the text references the role of religion in America and England. 	<p>Helping students access prior knowledge – be brief, do not include information the author will provide, connect to prior readings if possible, fill in gaps when the author assumes the reader would already have the information.</p> <p>Students summarizing the text.</p> <p>Being prepared with follow-up questions to clarify misconceptions and encourage productive struggle.</p>	<p>Establishing a purpose for reading so that students know what information to attend to.</p> <p>Letting students know what learning to expect from this reading.</p> <ul style="list-style-type: none"> Scaffolding questions so that students can respond to this more complex task. <p>Asking questions that attend to the allusion to the Declaration of Independence, the principles of democracy and citizenship, and history with other countries.</p>

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Lesson TDQs and Tasks

Standards Identified in the Lesson Plan:

RI.9-10.1

RI.9-10.6

TDQ/Task	Standard Addressed by the Question/Task	Critical Prerequisite Skills and Understanding Students Need for the Focus Standard That They May Not Yet Have (Unfinished Learning)
Write a paraphrase of the first paragraph.	RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	The complex syntax may challenge students, and as a result, they may struggle with analyzing what the text says explicitly and making inferences.
How does Fredrick Douglass address his audience?	RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Rhetoric is first introduced in the 9-10 standards. Students may be challenged by both the language demand—the abstract vocabulary—as well as the knowledge demand—the concept of the birth of the United States. An understanding of both is necessary to analyze the way the author uses rhetoric to advance his point of view.

Lesson Plan TDQ Analysis

Lesson Plan Part 1

1. What does Douglass imply in his opening address, “Fellow citizens”? What is ironic about this language?
RI 9-10.6 He gives this away though
2. To which of our five senses does Douglass appeal in the opening lines? With that sense in mind, what does the word tumultuous mean in context?
RI 6.5.C Figurative language - Connotation with similar denotations
Attempting 9-10.6 with the reference to “sense memory” but he should have used the academic language: rhetoric.
Indicates possible low expectations.
3. What would be “scandalous and shocking” to Douglass?
This is a “right there” question and refers to the “bleeding children of sorrow” that it would be treason to forget. Does not show the rigor of the standards
4. What does Douglass mean by the expression “popular theme”?
RI 9-10.4 in which they are looking at how the author uses a word or phrase
5. Reproach is used here as a noun. Is it a favorable word? Why does Douglass refer to himself as a “reproach”?
RI 9-10.6 This is an attempt at connotation but he gives it away. Each time he says “Why does Douglass...” it is his attempt at rhetoric but he is really looking at word choice. He is not addressing the last part of standard “to advance that point of view or purpose.” So it moves it more into 9-10.4.

Lesson Plan Part 2

1. Who is the “American bondman?” How does this expression connect to the topic sentence of this paragraph?
RI.10.4 The second question is leading them to the answer to the first. A better question might ask “What is Douglass suggesting about the “American bondman?” This way they have to read the sentence before and after to realize the “American bondman” is a slave and Douglass is identifying himself as someone enslaved by America.
2. What does Douglass mean by the word conduct? How does he make his term negative?
Attempt at RI.10.4. (determining the meaning of the word and connotative meaning). The students wouldn’t be able to determine the meaning from the context. For, ELL’s is it conduct (verb) or conduct (noun). He doesn’t “make” the word

used to describe America's conduct and how that impacts the tone of this paragraph. This way students have to identify the words or phrases, determine what they mean, determine the connotation, and explain the impact.

3. What does the word fettered mean? Why is liberty fettered? What figure of speech is Douglass using here? How does this expression connect to his phrase, "the crushed and bleeding slave"?

Attempt at RI.10.4 but the questions are leading/giving the students the answer.

4. Douglass uses the word will several times in this paragraph. What is the inference we can make when we hear that one uses his "will"? What does he state he will do? What does he state that he will not do?

RI.10.4-He gives the students the word that is repeated in the text. In the second question he uses "will" as a noun but Douglass uses it as a verb. This mix up can be destructive to ELL's. The last two questions are don't require critical thinking. A better question might ask "What is the impact of how he uses repetition in this paragraph?" This way they are doing the work.

5. Who does Douglass say will agree with him by the close of this paragraph?

This does not tie to RI.10.4 and does not require critical thinking ("right there" question).

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Video Viewing Guide

Key Questions	Time Stamp	Example from Video	Analysis
In what ways were students actively engaging with the text?	:25	Partner discussion to answer TDQs and identify supporting evidence	Students read and re-read the text independently, in pairs, and whole group to construct meaning.
	8:20	Students annotated text.	
What scaffold/supports does the teacher provide so that all students can access complex text?	1:31	T: We are beginning a re-exploration of the speech by breaking down paragraph by paragraph. T reads aloud the first paragraph while students follow along. See if anything new pops out at you as you hear me say this.	The teacher engages students in a close analytical read of the text and asks students to paraphrase chunks of the text. Missed opportunity to establish a purpose for reading.
	2:33	T: The first thing I want you to do with your partner is to try to write a paraphrase of this first paragraph.	Missed opportunity to work with the complex syntax of the text. Missed opportunity to let students know what learning to expect from this reading: How does Frederick Douglas introduce his argument and develop his argument from beginning to end? Use textual evidence to support that.
How does the teacher address the challenging vocabulary in the text so that all students can access the text?	4:13	T: Let’s take a look at the language a little bit more carefully. T: How does he address his audience? S: He calls them “fellow citizens.” T: That’s a curious expression . . . We know that Frederick Douglas is what? S: A black man. T: And he’s addressing a _____? S: A white audience. T: By using the word <i>fellow</i> what is he doing? S: He’s saying they’re all equal. T: Yes. He’s establishing something that’s ironic.	Missed opportunity to engage ALL students in the work of rich exploration of word meaning. Students volunteered responses to the academic vocabulary questions. The teacher did not create an opportunity to check for understanding of the majority of the class. T needs to shift cognitive lift to the students. Instead of, “I think if we take a look at the whole tone of this paragraph and how this tone differs from the first one we might be able to see that there is a little sarcasm here” ask questions that provide an opportunity for students to discover the shift in tone on their own.
	5:37	T: To which of our five senses is he appealing to in the first two sentences? S: Hearing. T: Why is he making this appeal to our sense of hearing? What is he hearing? S: He hears the cheers of white people but the crying and mourning and sorrow of his African-American people? T: He uses a really good word here. He uses the word <i>wail</i> . . . Is there a difference between crying and wailing? S: It’s like hysterically crying? T: What is he saying about his audience here?	

		<p>T: By the way, what is a jubilee? What does jubilee sound like to you?</p> <p>S: Joy.</p> <p>T: Why does he use the word <i>children</i> instead of men and women.</p>	
	12:24	<p>T: We're taking a look at language. Did you notice any repetition . . . ?</p> <p>S: Fellow citizens.</p> <p>T: This time <i>fellow citizens</i> is sounding a little bit different than the first time it was uttered . . . I think if we take a look at the whole tone of this paragraph and how this tone differs from the first one we might be able to see that there is a little sarcasm here.</p>	
In what ways are students expected to use evidence from the text to support their ideas?	13:09	<p>T: How does Douglas support his claim that a persuasive argument to convince "the public mind" that slaves are humans is pointless? Answer that central question in a paragraph response using textual evidence.</p> <p>T: How are we going to use evidence in our paragraph?</p>	Other than the last question asked at the end of class, the teacher did encourage students to support their thinking with evidence from the text during the discussions.
In what ways does the teacher encourage precision and elaboration in student responses?	9:03	<p>T: Take a look at your paraphrases. I'm going to give you only two minutes to doctor them up and to make them stronger.</p> <p>T: Ask yourself does your paraphrase answer that central question that is on the board?</p>	The teacher allowed students to use new learning to provide a more precise, revised answer.
How does the teacher respond to student answers that show partial or limited comprehension?	9:03	<p>T: Take a look at your paraphrases. I'm going to give you only two minutes to doctor them up and to make them stronger.</p> <p>T: Ask yourself does your paraphrase answer that central question that is on the board?</p>	The teacher guided students through a close reading of the paragraph and then allowed students to use new learning to provide a more precise, revised answer.