Literacy Group Activity: *Narrative of the Life of Frederick Douglass*



Student Names \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions: Each member of the group will choose a role to take on for your literacy group. You will be reading selected chapters from Frederick Douglass’s autobiography, *Narrative of the Life of Frederick Douglass.* The selected chapters will focus on his experience as a child and a slave in the southern region of the United States during the first half of the 19th century. Write down your groups responses on this sheet and turn it in for a project grade. Be prepared to share your answers and ideas with the class.

Group Roles

* Director: Responsible for leading discussion of the questions and keeping the group on task.
* Recorder: Responsible for recording the group’s ideas and answers to the questions.
* Reporter: Responsible for sharing the group’s ideas with the rest of the class during class talk.
* Vocabulary Investigator: Responsible for researching and explaining difficult vocabulary words from the reading.

Grading Rubric

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| --- | --- | --- | --- |
|  | Great 5 pts | Average 4 pts | Poor 3 pts |
| Total Group Participation | Everyone in the group is participating based on their role. **Everyone is reading and watching the content, then taking part in discussion to help answer the questions** as a group. | Most group members are participating based on their roles. Most are viewing the content then discussing it, but not everyone in the group is. | The group is not staying on task. The group is not working together to view and discuss the content. It’s not a group effort. |
| Responses to Questions | Answers are correct and demonstrate thoughtful group discussion. | Answers are mostly correct and demonstrate some group discussion. | Answers aren’t correct and don’t demonstrate group discussion. |

Chapter 1

1. After reading chapter 1, can you think of a possible title for this chapter?
2. What state was Douglass born in? (page 1)
3. What information did most slaves not know about themselves? Why do you think slave owners kept this information away from them? (page 1)

1. What did Frederick believe about who his father was? (page 1) How do you think this impacted him?
2. How would you describe his relationship with his mother? (page 2)
3. Young Douglass’ saw his aunt physically punished for disobeying Colonel Lloyd. (page 4 – 5) What kind of impact do you think this had on him?
4. Can you create one discussion question based on Chapter 1 that you would like to ask your classmates?

Chapter 2

1. After reading chapter 2, can you think of a possible title for chapter 2?
2. Describe living conditions for slaves on the plantation where Douglass lived. (page 6)

1. Compare the two overseers, Mr. Severe and Mr. Hopkins. (page 7)

1. According to Douglass, why did slaves sing songs on the plantation? (page 8)
2. Can you create one discussion question based on Chapter 2 that you would like to ask your classmates?

Summary

1. In what ways has reading chapters 1 and 2 given you a better understanding of the institution of slavery as it existed in Maryland during the first half of the 1800s?