U2D27 Douglass Focal Scene 1 and Early Chapters

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| **Today’s Goals** | **Big Ideas** |
| **Objective**:  SWBAT read chunks of Narrative of the Life of Frederick Douglass in order to write a Rhetorical Precis paragraph in which they examine **How Douglass uses rhetoric with in the first three chapters to reveal the horrors of slavery?**  **Standards**:   * Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11.3 * Determine the meaning of words and phrases as they are used in a text, including figurative, connotative,   and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over  the course of a text RI.11.4   * Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. RI.11.6 | **Essential Questions:**   * How do authors use rhetoric to address inequities and injustices in early America? * How does irony affect voice? Why do author’s use an ironic tone? What effect does it have? How can irony enhance the student’s voice? * How are intersections of art, race, class and/or politics portrayed in early 20th century America? * Is the American Dream real?   **End Goal:** Students will write a rhetorical analysis essay dissecting and assessing how Douglass utilizes rhetorical techniques to inform and appeal to his readers |
| **Vocabulary** | **Agenda** |
| **Ethos:** the ethical appeal, means to convince an audience of the author’s credibility or character.  **Pathos:** the emotional appeal, means to persuade an audience by appealing to their emotions.  **Logos:** the appeal to logic, means to convince an audience by use of logic or reason. | * **Warm Up** – Douglass Tone Prediction * **Anticipatory Hook** – Douglass Mini Bio * **Activity 1** – NoLoFD Focal Scene 1 annotations * **Syntax Work**—Mentor Sentences * **Exit Ticket** – TMEAL Douglass and rhetorical devices |

**Warm Up:** Douglass Tone Prediction--Using **two** strong verbs and a subordinating conjunction (with proper comma usage), describe the tone which you believe Frederick Douglass utilizes in his narrative and why.

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| **Strong Verbs** | **Subordinating Conjunction** | **Tone Word** |
| affirm analyze  argue construct  challenge conveys  dismiss exemplify  highlight illuminate  illustrate juxtapose  manifest promotes  transform contradict  perpetuates strengthen  conceptualize | after although as as if  as long as as much as as soon as  as though because before  by the time even if even though  if in order that in case  lest now that once  only only if provided that  since so supposing that  than though till  unless until when  whenever where whereas wherever  whether or not while in the event that | Impassioned Authoritative  Inflammatory Disgruntled  Aggravated Earnest  Reflective Persuasive  Accusatory Aggressive  Assertive Benevolent  Candid Cautionary  Dignified Inspirational  Objective Pensive |

**Write your warm up here:**

**Anticipatory Hook**: Douglass Mini Bio Bucket Notes-- Watch the following Mini Biography about Frederick Douglass; take notes in the box below and consider how his early experiences affected his later life. You will need this information to conduct the next activity so take good notes.

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| **Early Life** | **Time Enslaved** | **Escape to Freedom** | **Life After freedom** |
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1. Where was Frederick Douglass born? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How was Frederick Douglass' life as a child? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Did Douglass know his parents? Who raised him? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. When did Douglass begin his life of servitude? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 1:** Turn and Talk Definitions— Another way to say rhetoric is persuasion. Rhetorical devices are strategies used to persuade an audience to do or think something. Many rhetorical devices are similar to literary, poetic, and dramatic devices. With an elbow partner define the following devices and then explain how the device can be used to persuade the audience

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| **Rhetorical Device** | **Definition** | **How it Effects the Audience** |
| Simile |  |  |
| Repetition |  |  |
| Paradox |  |  |
| Diction |  |  |
| Imagery |  |  |
| Rule of three |  |  |
| Ethos |  |  |
| Pathos |  |  |
| Logos |  |  |
| Appositive |  |  |

**Activity 2:** Focal Scene1 Group Read**--**We will read together focal scene 1 from chapter 1 pgs. 41-top of 44, bottom of 44-top of 45 (brown book) pgs. 19-top of 22 (white book). Follow along and annotate for rhetorical devices and identifying characteristics of Douglass’s early life in slavery.

1. (Pulling from the strong verb list) What are some characteristics of Douglass’s early life in slavery?
2. (Pulling from the strong verb list) What is the experience of slaves born to their master?
3. (Pulling from the strong verb list) What first memory does Douglass have about the barbarity of slavery?
4. (Pulling from the strong verb list) In the following quote, how does Douglass rely upon diction to describe the death of his mother?

“Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger” (Chapter I).

**Syntax Work:** Mentor sentence imitation--Directions: Imitate the structure of the mentor sentence (three times) to produce statements about the quality of Douglass’s early life in slavery on the plantations.

*Mentor sentence*: 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 (*Douglass,* p. 59).

*Example imitation*: He did not have much to wear, and the temperatures were very cold, so he resorted to sleeping inside a bag which was used for carrying corn to the mill to keep warm at night.

1.

2.

3.

**Exit Ticket:** The Effect, Narrative of the Life of Frederick Douglass Rhetorical Précis #1--The goal of a rhetorical analysis is to articulate HOW the author writes, rather than WHAT they wrote. To achieve this analyze the strategies the author uses to accomplish his or her goal or the purpose of their writing. Prompt: How Douglass uses rhetoric with in the first three chapters to reveal the horrors of slavery?

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| **The Structure of a Rhetorical Précis** |
| **Sentence One (WHAT):** Name of the author, genre, and title of work, date in parentheses; a rhetorically active verb; and a THAT clause containing the major assertion or thesis in the text.  **Sentence Two (HOW):** An explanation of how the author develops and supports the thesis.  **Sentence Three (WHY):** A statement of the author’s apparent purpose, followed by an “in order to” phrase.  **Sentence Four (TO WHOM):** A description of the intended audience and/or the relationship the author establishes with the audience. |

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| **PRECIS WORD BANK** | | | | |
| **\*\*IF YOU WOULD LIKE TO USE OTHER DESCRIPITIVE WORDS, FEEL FREE TO ADD TO THE LIST\*\*** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| Article, Book, Review, Essay, Column, Editorial, Journal, Speech | argues, argument, asserts, assertion, suggests, suggestion, claims, questions, explains, critiques, explanation, maintains | comparing, contrasting, telling, explaining, illustrating, demonstrating, defining, describing, listing, clarifies | show, point out, suggest, inform, persuade, convince, induce sway, coax, influence, urge, impress upon, imply, propose | formal, informal, sarcastic, humorous contemptuous hostile judgmental victimized courageous, stressed, aggressive |

## Sentence One (What?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

(Author) (A) (Title)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(B)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Sentence Two (How?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ supports his/her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Author’s Last Name) (B) (C)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Sentence Three (Why?)

The author’s purpose is to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to / so that

(D) (authors purpose)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Sentence Four (To Whom?)

The author writes in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_tone for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(E) (list the specific audience)

because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(reason why it is to the specific audience)