

UNIT: Excerpts from *BEHIND THE SCENES*

<p>ANCHOR TEXT Excerpts from Behind the Scenes: or, Thirty Years a Slave, and Four Years in the White House, Elizabeth Keckley (informational)¹</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “O Captain! My Captain,” Walt Whitman • “The People Could Fly,” Virginia Hamilton <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • Excerpt from Chapter 11 of <i>A Narrative on the Life of Frederick Douglass, an American Slave</i>, Frederick Douglass • “The Great Escape From Slavery of Ellen and William Craft” from <i>SmithsonianMag.com</i>, Marian Smith Holmes (June 2010) • Introductory front matter, Prologue, and Chapters I-II of <i>Chasing Lincoln’s Killer</i>, James L. Swanson • “Notable Visitors: Frederick Douglass,” <i>Mr. Lincoln’s White House</i> • “A Fitting Friendship Between Dressmaker and Mary Todd Lincoln,” Jeanne Kolker • Excerpt from <i>Harriet Tubman: Conductor on the Underground Railroad</i>, Ann Petry • “Letter from Frederick Douglass to Harriet Tubman, 1868” from <i>Scenes in the Life of Harriet Tubman</i>, Sarah Hopkins Bradford <p><u>Non-print Texts (Fiction or Nonfiction)</u> (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • “Mary Todd Lincoln – Mini Biography” from Biography.com • “Mary Todd Lincoln – The White House” from Biography.com • “Mary Todd Lincoln – Influence Peddler” from Biography.com 	<p>UNIT FOCUS</p> <p>Students explore a tumultuous period in our country’s history during which people questioned political decisions, morals, and social norms. This unit presents opportunities for students to examine different perspectives through various accounts, real and fictional. Students consider various personal accounts and primary sources that offer different interpretations of people and events of the time. This unit may connect to social studies.</p> <p>Text Use: Point of view given historical perspective, comparing nonfiction and fiction to understand historical settings and events, comprehending firsthand accounts and primary sources of historical events</p> <p>Reading: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.9, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10</p> <p>Writing: W.7.1a-e, W.7.2a-f, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9a-b, W.7.10</p> <p>Speaking and Listening: SL.7.1a-d, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6</p> <p>Language: L.7.1a-c, L.7.2a-b, L.7.3a, L.7.4a-d, L.7.5a-c, L.7.6</p>
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¹ The full novel contains sensitive material. Only excerpts are used in this unit. The excerpts do not contain sensitive material.

Behind the Scenes Unit Overview

Unit Focus

- **Topic:** Pre– and post–Civil War America
- **Themes:** Consider how societies struggle with change and the differing perspectives of individuals through that change
- **Text Use:** Character point of view given historical perspective, comparing nonfiction and fiction to understand historical settings and events, comprehending firsthand accounts and primary sources of historical events

Summative Unit Assessments

A **culminating writing task:**

- Determine and analyze central ideas of a text
- Support analysis with evidence from the text

A **cold-read assessment:**

- Read and understand grade-level texts
- Compare and contrast how texts approach similar topics

An **extension task:**

- Compare and contrast historical accounts of events
- Read and comprehend firsthand accounts and primary sources of historical events

Daily Tasks

Daily instruction helps students read and understand text and express that understanding.

- **Lesson 1** Paragraph 1 of the Preface from *Behind the Scenes* and “The People Could Fly” (sample tasks)
- **Lesson 2** Chapter 3 from *Behind the Scenes*, Paragraphs 3-11 from Chapter 11 of *A Narrative on the Life of Frederick Douglass, an American Slave*, and “The Great Escape From Slavery of Ellen and William Craft” from *SmithsonianMag.com* (sample tasks)
- **Lesson 3** Chapter 4 from *Behind the Scenes* and “From 1861 to 1865” from *Chasing Lincoln’s Killer*
- **Lesson 4** Excerpts from Chapter 5, Chapter 6, Chapter 7, and paragraph 2 of the Preface from *Behind the Scenes*, 3 videos from *biography.com* (sample tasks)
- **Lesson 5** Chapter 8 and Chapter 9 from *Behind the Scenes*
- **Lesson 6** Chapter 10 from *Behind the Scenes* and “Notable Visitors: Frederick Douglass,” *Mr. Lincoln’s White House*
- **Lesson 7** Chapter 11 from *Behind the Scenes*, Introductory matter, Prologue, and Chapters I, II of *Chasing Lincoln’s Killer*
- **Lesson 8** “O Captain! My Captain!” (sample tasks)
- **Lesson 9** Chapter 12, the first 7 paragraphs of Chapter 15, and “Chicago, October 13” of the Appendix from *Behind the Scenes* and “A Fitting Friendship Between Dressmaker and Mary Todd Lincoln” (culminating writing task)
- **Lesson 10** Excerpt from *Harriet Tubman: Conductor on the Underground Railroad* and “Letter from Frederick Douglass to Harriet Tubman, 1868” from *Scenes in the Life of Harriet Tubman* (cold-read assessment and extension task)

SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK²

In the Preface to her memoir *Behind the Scenes: Or, Thirty Years a Slave, and Four Years in the White House*, Elizabeth Keckley introduces two topics, slavery and Mrs. Lincoln. What is Keckley’s position on each topic? How does she develop and support her position on each topic throughout the text of her memoir? Write a multi-paragraph essay that analyzes how those ideas are developed through the excerpts read in class.

Teacher Note: Students write a multi-paragraph essay that introduces two central ideas within Keckley’s memoir and analyzes how those ideas are developed throughout the text, including logical reasons and direct quotations. (RI.7.1, RI.7.2, W.7.1a, b, c, e; W.7.9b, W.7.10) The essay includes grade-appropriate words and phrases and demonstrates command of proper grammar and usage, punctuation, and spelling, including using a variety of sentence patterns that express ideas precisely and concisely. (W.7.1d, W.7.4, L.7.2a-b, L.7.3a, L.7.6) Use peer and teacher conferencing to improve student writing. (W.7.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Pre– and post–Civil War America • Themes: Consider how societies struggle with change and the differing perspectives of individuals through that change • Text Use: Character point of view given historical perspective, comparing nonfiction and fiction to understand historical settings and events, comprehending firsthand accounts and primary sources of historical events 	<p>What shows students have learned it?</p> <p>This task assesses:</p> <ul style="list-style-type: none"> • Determining and analyzing central ideas of a text • Supporting analysis with evidence from the text 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 4 (sample tasks included) • Lesson 5 • Lesson 6 • Lesson 7 • Lesson 9 (use this task)

² Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ ASSESSMENT³

Read the excerpt from *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (commonly anthologized in middle school textbooks) and the “[Letter from Frederick Douglass to Harriet Tubman, 1868](#)” from *Scenes in the Life of Harriet Tubman* by Sarah Hopkins Bradford independently. Answer a combination of multiple-choice and constructed-response questions about both texts, using evidence for all answers⁴.

- What is the “machinery of pursuit” to which Ann Petry refers? How did leaving on Sunday impact the effectiveness of the “machinery of pursuit” and Harriet’s journey? (RI.7.1, RI.7.3)
- What words or phrases does the author use to reveal the tone on pages 1-2 of the excerpt from *Harriet Tubman: Conductor on the Underground Railroad*? (RI.7.1, RI.7.4)
- How do each of the following stories told in *Harriet Tubman: Conductor on the Underground Railroad* represent the sacrifices made in the name of freedom? (RI.7.5, RI.7.6)
 - Harriet’s story
 - Thomas Garrett’s story
 - William and Ellen Craft’s and Fredrick Douglass’s stories
 - Middle Passage and Thomas Sims’ stories
- In the “Letter from Frederick Douglass to Harriet Tubman, 1868,” how does Frederick Douglass contrast his point of view from Harriet Tubman’s? What words, phrases, and examples does he provide to establish this contrast? (RI.7.1, RI.7.4, RI.7.6)
- Throughout Harriet Tubman’s journey, she often said, “We got to go free or die. And freedom’s not bought with dust.” In an essay, explain how the actions of Harriet Tubman and at least two other individuals from the unit illustrate the fight for freedom as noted in this quote. (RI.7.2, RI.7.9, W.7.2a-f, W.7.4, W.7.9a-b, W.7.10)

³ Cold-Read Assessment: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

⁴ Additional questions available from Achievethecore.org: <http://www.achievethecore.org/file/611>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Pre– and post–Civil War America • Themes: Consider how societies struggle with change and the differing perspectives of individuals through that change • Text Use: Character point of view given historical perspective, comparing nonfiction and fiction to understand historical settings and events, comprehending firsthand accounts and primary sources of historical events 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding grade-level texts • Comparing and contrasting how texts approach similar topics 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 2 (sample tasks included) • Lesson 3 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 6 • Lesson 8 • Lesson 10 (use this task)

EXTENSION TASK⁵

Investigate accounts of the American Civil War time period by a:

- Specific person (e.g., Elizabeth Keckley, Frederick Douglass, Abraham Lincoln, Mary Todd Lincoln, Harriet Tubman),
- Event (e.g., a Civil War battle, ratification of the 13th amendment, Lincoln’s assassination), or
- Idea (e.g., slavery, states’ rights, federalism).

Use both primary and secondary resources in your research including the anchor and related texts. Write a report that compares and contrasts the various portrayals of your chosen topic while quoting or paraphrasing the conclusions of others. **(RI.7.9, W.7.7, W.7.8)** Focus the comparisons on the evidence or interpretations that are emphasized and how that affects the tone, central ideas and reader understanding, and builds a more complete understanding of the topic under investigation. **(RI.7.1, RI.7.2, W.7.2a-f)** Then present your ideas in a brief (5- to 8-minute) multimedia presentation. **(SL.7.4, SL.7.5, SL.7.6)**

Teacher Note: *The report should introduce and develop the topic with relevant facts, details, examples, or quotations. Essays should use organizational strategies and transitions to create cohesion and provide a clear conclusion. (W.7.2a, b, c, f; W.7.4; W.7.9b) Students should use grade-appropriate words and phrases that express ideas precisely, as well as a variety of sentence types, and demonstrate command of proper grammar and usage, punctuation, and spelling. Use technology to produce, offer suggestions on a peer’s writing, and create the multimedia presentation. (W.7.2d, e; W.7.5; W.7.6; SL.7.5; L.7.1b; L.7.2a-b; L.7.3; L.7.6)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topic: Pre– and post–Civil War America• Themes: Consider how societies struggle with change and the differing perspectives of individuals through that change• Text Use: Character point of view given historical perspective, comparing nonfiction and fiction to understand historical settings and events, comprehending firsthand accounts and primary sources of historical events	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Comparing and contrasting historical accounts of events• Reading and comprehending firsthand accounts and primary sources of historical events	What tasks help students learn it? <p>Read and understand the text:</p> <ul style="list-style-type: none">• Lesson 1 (sample tasks included)• Lesson 3• Lesson 4 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 9• Lesson 10 (use this task)

⁵ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁶ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. Intervention for students below grade level using texts at their reading level,
2. Instruction for different learners using grade-level texts to support whole-class instruction,
3. Extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. Intervention for students below grade level,
2. Instruction for different learners to support whole-class instruction and meet grade-level writing standards,
3. Extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. Support growing reading ability by allowing students to read books at their reading level.
2. Encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1⁷:</p> <p>Paragraph 1 of the Preface from <i>Behind the Scenes</i>, Elizabeth Keckley</p> <p>“The People Could Fly,” Virginia Hamilton (Note: <i>The questions included with this copy of the text are not recommended for use.</i>)</p>	<p>TEXT DESCRIPTION: Paragraph 1 of the Preface presents Keckley’s point of view on slavery and the role it played in her life and in the history of the country. “The People Could Fly” is a folktale depicting freedom of slaves in death.</p> <p>TEXT FOCUS: Both texts present perspectives on slavery—one a personal account and one a fictionalized account. In reading these texts together, students begin to see how point of view and purpose is shaped by the language, structure, and author’s choice to emphasize different details or interpret situations differently. (RL.7.4, RI.7.3, RI.7.6, RI.7.9) Students will also explore how Hamilton altered the tone of historical events to present a message of hope and freedom in spite of the tragic circumstances surrounding slavery. (RL.7.2, RL.7.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read the texts aloud and help students comprehend vocabulary. Students work in pairs and small groups to respond to a series of prompts asking them to first make meaning of each text individually, and then compare the two.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • Read paragraph 1 of the Preface of <i>Behind the Scenes</i> aloud as students follow along. Have students define teacher-selected words in context⁸ (e.g., <i>acceded, importunities, hastily, striking, nevertheless, descended, inflicted, deprived, convulsion, perpetuated, eradicated, earnest, charitable</i>). (L.7.4a) First provide students with a list of Greek and Latin affixes and roots and have them verify their preliminary definition (L.7.4b) Prompt students to reread the words in context and then verify the meaning and part of speech of the words by using a dictionary. (L.7.4c, d) Lastly, have students record the connections, part of speech, and various associations of the words on semantic maps⁹ or add the words to previously created maps. (L.7.5b) • Have students independently reread a portion of the first paragraph of the Preface that begins with “They were not so much responsible for the curse under which I was born . . .” until “then the efforts to destroy it become earnest.” Then divide them into pairs to complete the following tasks: <ul style="list-style-type: none"> ○ Who are “they” in the first two sentences¹⁰? Replace “they” in the sentence with the noun. Then underline “yet” and “since” in the third sentence. Rewrite the three sentences in your own words.

⁷ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁸ **Note:** Some words, such as *manifestly, feeble, and solemn*, don’t have enough context to determine meaning. Provide those definitions for students or prompt them to look up their meanings in a dictionary.

⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁰ “They” are “Southern friends.”

TEXT SEQUENCE	TEXT USE
	<p>What does Keckley describe in the first two sentences? How does the third sentence relate to the first two? How do these three sentences describe Keckley’s ideas about slavery? (L.7.1b)</p> <ul style="list-style-type: none"> ○ Reread the following sentences: “An act may be wrong, but unless the ruling power recognizes the wrong, it is useless to hope for a correction of it. Principles may be right, but they are not established within an hour.” Circle <i>but</i> in each sentence. How does Keckley use <i>but</i> in each of these sentences? Rewrite Keckley’s sentences in your own words. What is she describing? ○ Divide the following sentence into meaningful phrases or chunks¹¹: “The masses are slow to reason, and each principle, to acquire moral force, must come to us from the fire of the crucible; the fire may inflict unjust punishment, but then it purifies and renders stronger the principle, not in itself, but in the eyes of those who arrogate judgment to themselves.” (Teacher Note: As needed, support students with the chunking, i.e., have them chunk based on punctuation first, then have them locate prepositional phrases.) Then look at each chunk of meaning in the sentence. Define unknown words and identify the connections between each chunk, (i.e. does it describe another phrase? Provide additional information? Introduce a new idea? (L.7.4c-d, L.7.1a) Break the sentence into two or more shorter sentences. Rewrite the shorter sentences in your own words. <ul style="list-style-type: none"> ● Ask the pairs a series of questions to answer orally or in writing about <i>Behind the Scenes</i>: <ul style="list-style-type: none"> ○ Who are “those who give force to moral laws”? Are these the same people as “the ruling power”? ○ Circle words in paragraph 1 that are strong or stick out. What is significant about those words? What feelings do you associate with those words? (L.7.5c) How does Keckley use words to impact and enhance the meaning of the text?¹² (RL.7.1, RL.7.4) ○ According to Keckley, what influenced slavery to be perpetuated in the United States? (RI.7.3) ○ Keckley says, “The solution was developed so gradually that there was no great convulsion of the harmonies of natural laws.” To what solution is Keckley referring? How is the solution for eradicating the “plant of evil” a gradual one rather than one that can happen quickly? What steps does Keckley describe must happen for change to occur? What influences people to desire change? (RI.7.1, RI.7.2, RI.7.5)

¹¹ The “chunked” sentence: “The masses/are slow to reason,/and each principle,/to acquire moral force,/must come/to us/from the fire of the crucible;/the fire may inflict unjust punishment,/but then it purifies and renders stronger the principle,/not in itself,/but in the eyes/of those who arrogate judgment/to themselves.”

¹² For example: Provide students with the phrase “since I was robbed of my dearest right, I would not have been human had I not rebelled against the robbery.” Have them discuss the connotations of the word “robbery” and discuss how Keckley’s use of this word in this phrase conveys her perspective toward slavery.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Since “The People Could Fly” is in the tradition of oral storytelling, read aloud the text as students follow along. After listening to the text, have students read the text independently and highlight, underline, or circle the most striking words and images. (RL.7.10) • Then have the pairs answer the following questions prior to discussing as a whole class (SL.7.1a): <ul style="list-style-type: none"> ○ In “The People Could Fly” the author says, “One such who could was an old man, call him Toby. And standin’ tall, yet afraid, was a young woman who once had wings. Call her Sarah.” Why might the author narrate the characters this way? (RL.7.2, RL.7.6) ○ On the left side of a T-chart, list the words and phrases used to describe the Master, Overseer, and their actions. On the right side, list the words and phrases used to describe Toby, Sarah, the others who could fly, and their actions. Compare the different language. What patterns do you notice about each set of words? What associations or connotations does each set of words convey? What is the author’s attitude toward the Master and the Overseer? What is the author’s attitude toward Toby and Sarah and the ones who could fly? (RL.7.1, RL.7.4, RL.7.6, L.7.5c) ○ What is the significance of the flight at the end of the text? What do Toby and Sarah earn? What is their cost? (RL.7.2, RL.7.3, L.7.5a) ○ Determine a theme in “The People Could Fly.” How do the language and events contribute to the development of a theme? (RL.7.2, RL.7.4) ○ How does Virginia Hamilton fictionalize history? What elements in “The People Could Fly” are not present or emphasized in Keckley’s analysis and vice versa? How do the fictional elements contribute to developing a different tone, message, and purpose from Keckley’s writing? (RL.7.4, RL.7.6, RL.7.9, RI.7.6, RI.7.9)
<p>LESSON 2:</p> <p>“Chapter 3: How I Gained My Freedom” from <i>Behind the Scenes</i>, Elizabeth Keckley</p> <p>Paragraphs 3-11 from Chapter 11 of <i>A Narrative on the Life of Frederick Douglass, an American Slave</i>, Frederick Douglass</p> <p>“The Great Escape From Slavery of</p>	<p>TEXT DESCRIPTION: Chapter 3: “How I Gained My Freedom” describes the long process Elizabeth Keckley endured to earn her freedom and the help she received from friends in the process. Paragraphs 3 (beginning with “In the early part of the year 1838”) through 11 (ending with “I shall continue to use it as my own.”) of Chapter 11 from <i>A Narrative on the Life of Frederick Douglass</i> describe a similar result but different experience for Frederick Douglass as he gained his freedom from slavery. “The Great Escape From Slavery of Ellen and William Craft” presents a third-person account of the escape of Ellen and William Craft.</p> <p>TEXT FOCUS: Students read more stories from the time period, inviting them to consider how different versions of similar stories are presented and how the author’s tone and purpose affects students’ understanding of the text. The language differences in these texts help students explore how words and phrases convey the author’s attitude toward slavery and freedom (RI.7.1, RI.7.4, RI.7.6). As students read these texts together, they are able to compare the different approaches each author takes, which affects their understanding of slavery. (RI.7.9)</p>

TEXT SEQUENCE	TEXT USE
<p>Ellen and William Craft” from <i>SmithsonianMag.com</i>, Marian Smith Holmes (June 2010)</p>	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students read all of the texts in pairs. Students summarize and comprehend the texts in small-group discussions and writing tasks.</p> <p>READ THE TEXTS:</p> <ul style="list-style-type: none"> • Students work in pairs to read all three texts and write an objective summary of each text. Each summary should detail the process that each slave took to gain freedom. (RI.7.2) • As students read the texts in pairs, prompt them to identify 5 to 6 unknown words, define them in context, and verify their meanings by using a dictionary. (L.7.4a, d) Have students add these words to their previously created semantic maps¹³. (L.7.4c, L.7.5b) <p>UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • Have pairs swap their summaries with another group to verify accurate understanding of the texts. Students should suggest revisions and/or correct misunderstandings to the other group. After the feedback is returned, student pairs should update their summaries based on the feedback and reviews they provided. • Have the two pairs form a small group and respond to the following questions in writing: <ul style="list-style-type: none"> ○ Record in notes the words and phrases each author uses to describe their feelings regarding slavery and freedom from slavery. (RI.7.4) For “The Great Escape From Slavery of Ellen and William Craft,” make sure to identify when the words or phrases are direct quotations from the Crafts or the words of the author of the article. ○ How were experiences of slavery and freedom from slavery similar or different for Elizabeth Keckley, Frederick Douglass, and Ellen and William Craft? How are their different experiences presented in each respective text? What details are emphasized or downplayed differently in each text? How do those differences contribute to a reader’s understanding of the individuals, events, and ideas? (RI.7.3, RI.7.9) ○ What is the attitude of each author toward slavery and freedom from slavery? (RI.7.4) ○ What is a central idea of each text? What is each author trying to say about slavery and freedom from slavery? How are those ideas developed through the text? (RI.7.1, RI.7.2, RI.7.4, RI.7.6)

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students create an individual written response to the following: Explain how the experiences of Keckley, Douglass, and the Crafts were similar and different and how the presentation of events in each text contributed to your understanding of the experiences of each individual. (RI.7.1, RI.7.4, RI.7.6, RI.7.9, W.7.2a-f, W.7.4, W.7.9b, W.7.10) Use the following process with students: <ul style="list-style-type: none"> ○ Students identify their writing task from the prompt provided. ○ Students complete an evidence chart as a pre-writing activity. Remind students to use any relevant notes they compiled while reading and answering the text-dependent questions. An evidence chart has three columns: (1) Evidence: Quote or paraphrase, (2) Page number, (3) Elaboration/Explanation of how this evidence supports ideas or arguments. (RI.7.1, W.7.2b, W.7.9b) ○ Once students have completed the evidence chart, prompt them to look back at the writing prompt to remind themselves what kind of response they are writing (i.e., expository, analytical, argumentative) and think about the evidence they found. Have student pairs review each other’s evidence chart and offer feedback. (W.7.5) ○ Have students develop a specific thesis statement¹⁴. This could be done independently or with a partner, a small group, or the entire class. As needed, model for students how to create a thesis statement. (W.7.2a) ○ Have students complete a first draft and share the written response with a partner, who reviews the writing with a student-developed rubric to evaluate whether the ideas are fully developed and supported with relevant evidence and logical reasoning. (W.7.5) ○ Then have students complete a final draft. Depending on student writing ability, determine the necessary support during the writing process (i.e., providing an answer frame¹⁵ to support them in organizing their writing, modeling, showing models of strong and weak student work, providing descriptive feedback, etc.). <p>SAMPLE TASK RESOURCES: Access sample lessons for reading and understanding¹⁶ “The Great Escape From Slavery of Ellen and William Craft” and sample lessons for writing an argumentative essay¹⁷ about “The Great Escape From Slavery of Ellen and William Craft” from LearnZillion.</p>

¹⁴ Resources for developing thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁶ http://learnzillion.com/lessonsets/709-close-reading-informational-text-the-great-escape-from-slavery-of-ellen-and-william-craft#resource-preview-modal_document_13861

TEXT SEQUENCE	TEXT USE
<p>LESSON 3:</p> <p>“Chapter 4: In the Family of Senator Jefferson Davis” from <i>Behind the Scenes</i>, Elizabeth Keckley</p> <p>“From 1861 to 1865” from <i>Chasing Lincoln’s Killer</i>, James L. Swanson</p>	<p>TEXT DESCRIPTION: Keckley, a former slave, presents Mrs. Jefferson Davis’ viewpoint on the causes of the Civil War and offers her own interpretation of Mrs. Davis’ thoughts as well as her sympathy for Mrs. Davis’ presumed trouble during the war. Keckley also mentions how her connections to the Davis family as a former slave became a topic of discussion among others following the war. The brief excerpt from <i>Chasing Lincoln’s Killer</i> provides an overview of the causes of the Civil War and emphasizes that despite losing the war, Southern sympathizers did not surrender their beliefs following the war.</p> <p>TEXT FOCUS: Students can continue to analyze the presentation of texts about similar topics to determine how the evidence and different interpretations of events by the given authors lead to a different understanding of the event. (RI.7.9) With this pairing, students consider the different views surrounding causes of the Civil War and the resulting relations between the North and the South, and slaves, former slaves, and non-slaves.</p>
<p>LESSON 4:</p> <p>Excerpts from “Chapter 5: My Introduction to Mrs. Lincoln,” “Chapter 6: Willie Lincoln’s Death Bed,” and “Chapter 7: Washington in 1862-1863” from <i>Behind the Scenes</i>, Elizabeth Keckley</p> <p>Three brief videos from Biography.com about Mary Todd Lincoln (“Mary Todd Lincoln – Mini Biography,” “Mary Todd Lincoln – The White House,” “Mary Todd Lincoln – Influence Peddler”)</p> <p>Paragraph 2 of the Preface from <i>Behind the Scenes</i>, Elizabeth Keckley</p>	<p>TEXT DESCRIPTION: The general overview of Mary Todd Lincoln’s life and personality in the videos provides students with a secondary view of the famous First Lady while Keckley’s presentation of Mrs. Lincoln presents a much more personal and intimate view of her.</p> <p>TEXT FOCUS: The contrast between the first person and third person accounts of a major historical figure allow students to examine the impact of point of view and style on reader understanding. (RI.7.6, RI.7.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read and summarize <i>Behind the Scenes</i>. Students break apart the language and writing of <i>Behind the Scenes</i> to build their understanding of writing structure and make meaning of the text. As a class, watch the videos illustrating the time period. Engage in a series of activities to make meaning of the time period and deepen understanding of <i>Behind the Scenes</i>.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • Divide students into groups and assign each a section of Chapters 5-7 from <i>Behind the Scenes</i> to read and summarize. (RI.7.2, RI.7.10, SL.7.1a-b) <ul style="list-style-type: none"> ○ Group 1: Chapter 5, Paragraph 23 (i.e., begins with “Tuesday morning, at eight o’clock, I crossed the threshold of the White House for the first time”) until the end of Chapter 5 ○ Group 2: Paragraphs 1-14 of Chapter 6 (i.e., ends with “It is unnecessary to say that I indignantly refused every bribe offered.”)

¹⁷ <http://learnzillion.com/lessonsets/779-writing-an-argumentative-essay-in-response-to-the-great-escape-from-slavery-of-ellen-and-william-craft>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Group 3: Chapter 6, Paragraph 15 (i.e., begins with “The first public appearance of Mrs. Lincoln that winter was at the reception on New Year’s Day”) until Paragraph 40 (i.e., ends with “It was a sad blow to me, and the kind womanly letter that Mrs. Lincoln wrote to me when she heard . . . ”) ○ Group 4: Paragraphs 1-4 of Chapter 7 ○ Group 5: Chapter 7, Paragraph 5 (i.e., Beginning with “The war progressed, fair fields had been stained with blood . . . ”) until the end of Chapter 7 <ul style="list-style-type: none"> • Have student groups analyze how Keckley organizes their section from Chapters 5-7, including how specific details develop the main ideas of the section. (RI.7.5, SL.7.1a-b) Prompt groups to annotate¹⁸ their section of the text by locating details (i.e., words and phrases) that describe Mrs. Lincoln (her appearance or her actions/personality). For each piece of evidence, have students determine a single word to describe Mrs. Lincoln based on Keckley’s language. Then record the details on a graphic organizer: (1) Evidence from the text, (2) One word to describe Mrs. Lincoln. • Discuss with students that the words an author uses convey tone, or the author’s attitude toward the subject. Prompt each group to determine Keckley’s tone in reference to Mrs. Lincoln. (RI.7.6) Then have students review their summary, structural analysis, and tone to determine a main idea of the section. (RI.7.2) • Ask students, “What is Keckley’s purpose for writing about Mrs. Lincoln?” Model writing a response, emphasizing how to incorporate textual evidence from the graphic organizer. Then have each group develop an answer in response to the question. (RI.7.6) Share the responses with the class, emphasizing the inferences drawn from the evidence in the text. (RI.7.1) Allow groups to ask questions of each group and suggest improvements to the responses and use of evidence. (SL.7.1c, SL.7.6) • Watch the short video clips on Mary Todd Lincoln as a whole class. • Ask student groups to repeat a similar analysis process for the videos about Mary Todd Lincoln as they did above. Have them focus on determining the main idea, tone, and purpose of the videos based on the details, language, and images used and emphasized. (RI.7.1, RI.7.2, RI.7.4, RI.7.6, SL.7.2) Prompt student groups to compare the tone and purpose of Keckley’s memoir to the videos of Mrs. Lincoln. How is Keckley’s point of view or purpose different from the videos? What evidence or details are included in each account (Keckley’s memoir and the videos) that are not emphasized or included in the other? (RI.7.7, RI.7.9, SL.7.3) • Have students read paragraph 2 of the Preface from <i>Behind the Scenes</i> independently. (RI.7.10) As they read, have students define teacher-selected words in context (e.g., <i>notoriety, traduced, transactions, construed,</i>

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><i>imprudent, confidante, actuated, stifle, content, frank, vilified, utmost, frankness</i>). (L.7.4a) Then verify the meaning of the words by using a dictionary. (L.7.4d)</p> <ul style="list-style-type: none"> • Have students analyze Keckley’s language. Prompt students to annotate the text¹⁹ by highlighting, circling, or noting phrases that begin with <i>by, since, therefore,</i> and “If/then.” As a class, discuss the function of the various phrases. Is there a pattern? Why might Keckley have used so many “If/then” sentences? (L.7.1a, L.7.1b) • Have students reread the following sentences from the paragraph and work with a partner to rearrange one of the sentences²⁰. As needed, model for students how to rearrange the sentence, i.e., write the chunks of meaning of one of the following sentences onto sentence strips, have individual students hold a single sentence strip, and then physically rearrange themselves into different sentences. Read the resulting sentences and discuss the various meanings or confusion that results. Then have students do the same work with a different sentence. Possible sentences for use: <ul style="list-style-type: none"> ○ Mrs. Lincoln, by her own acts, forced herself into notoriety.²¹ ○ To defend myself I must defend the lady that I have served. ○ These letters were not written for publication, for which reason they are all the more valuable; they are the frank overflowings of the heart, the outcropping of impulse, the key to genuine motives. ○ If these ladies could say everything bad of the wife of the President, why should I not be permitted to lay her secret history bare, especially when that history plainly shows that her life, like all lives, has its good side as well as its bad side! • As a class, discuss the change in meaning due to the changed order. (L.7.1b, L.7.1c) Then determine what form of the sentence most precisely expresses the intended ideas. Could Keckley improve her language by being more precise or concise, or did she choose the best way to represent her ideas? (L.7.3a) • Then have students independently analyze Keckley’s argument in paragraph 2 of the Preface and her purpose in writing about Mrs. Lincoln. Using a graphic organizer, trace her argument and the specific claims she makes in the second paragraph of the Preface. Have students record their observations on a graphic organizer with three columns: (1) What are her main points? (2) What evidence does she provide to support her claims? (3) Is the evidence relevant and sufficient to support her claims about her own writing? (RI.7.8)

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²¹ Rearranged: “By her own acts, Mrs. Lincoln forced herself into notoriety,” “Mrs. Lincoln forced herself into notoriety by her own acts,” “Mrs. Lincoln forced herself, by her own acts, into notoriety,” “Into notoriety by her own acts, Mrs. Lincoln forced herself,” or “By her own acts into notoriety, Mrs. Lincoln forced herself.”

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> As a class, discuss the following: Which of Keckley’s claims is supported by one of the other texts (either her memoir or the videos about Mrs. Lincoln)? Which of Keckley’s claims is unique to her memoir and/or distinguishes her position from others? (RI.7.6) Knowing what you know of Keckley’s unique position inside the White House, is her argument valid and reliable? What reasoning and/or evidence in this paragraph of the Preface does she provide to lend credibility to her memoir²²? Which source (Keckley or the videos) seems more credible? Why? What additional information would you need to evaluate to verify the credibility of either source? (RI.7.1) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Have students independently reread paragraph 2 of the Preface and answer a series of multiple-choice and constructed-response questions about the text, using evidence for all answers. (RI.7.10) <ul style="list-style-type: none"> Keckley makes several claims in the second paragraph of the Preface. Select two of Keckley’s main ideas and summarize the reasoning and evidence she provides to support each idea. (RI.7.1, RI.7.2, RI.7.8, W.7.2a-c, W.7.9b, W.7.10) Twice Keckley references the “surface” when discussing the nature of information about Mrs. Lincoln (“therefore they judged her by what was thrown to the <u>surface</u>” and “The world have judged Mrs. Lincoln by the facts which float upon the <u>surface</u>”). What is Elizabeth Keckley’s claim about the public’s opinion of Mrs. Lincoln? (RI.7.2, RI.7.4, L.7.4a; L.7.5a, c; L.7.6) “To canvass” means to investigate, survey, or circularize. Explain what Keckley means by the following phrase: “ladies who moved in the Washington circle in which she moved, freely <i>canvassed</i> her character among themselves.” What other word or phrase in the paragraph supports Keckley’s meaning in this phrase? (RI.7.4, L.7.4a, L.7.5c, L.7.6) What is Elizabeth Keckley’s attitude about Mary Todd Lincoln? Determine her tone and then in a multi-paragraph essay analyze how the words and phrases in her memoir develop her attitude and central ideas of the text and convey her purpose for writing. (RI.7.1, RI.7.2, RI.7.4, RI.7.6, W.7.1a-e, W.7.4, W.7.9b, W.7.10) <p>After all students have turned in their written responses, discuss the questions using accountable talk²³. Then hand back the responses and allow students to revise what they have written in a different-colored ink based on the discussion, focusing on improving the relevancy of their evidence or accuracy of their response. (W.7.5,</p>

²² i.e., “I am not the special champion of the widow of our lamented President; the reader of the pages which follow will discover that I have written with the utmost frankness in regard to her—have exposed her faults as well as given her credit for honest motives.”

²³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	SL.7.1d)
<p>LESSON 5:</p> <p>“Chapter 8: Candid Opinions” and “Chapter 9: Behind the Scenes” from <i>Behind the Scenes</i>, Elizabeth Keckley</p>	<p>TEXT DESCRIPTION: Keckley’s truly “behind the scenes” perspective of the Lincolns during a difficult time in American history provides students with the opportunity to explore the relationship between President and Mrs. Lincoln.</p> <p>TEXT FOCUS: The intimate portrayal of the Lincolns provides readers with an opportunity to discuss the effect of first-person accounts on readers’ understanding of historical figures. Students can engage in whole-class or fishbowl discussions that explore their reactions to various scenes in the memoir and other texts read in the unit up to this point, citing evidence to support their claims. (RI.7.1, RI.7.2., RI.7.6, RI.7.9)</p>
<p>LESSON 6:</p> <p>“Chapter 10: The Second Inauguration” from <i>Behind the Scenes</i>, Elizabeth Keckley</p> <p>“Notable Visitors: Frederick Douglass,” <i>Mr. Lincoln’s White House</i></p>	<p>TEXT DESCRIPTION: Chapter 10 presents Keckley’s account of a meeting with Frederick Douglass and President Lincoln; a section of “Notable Visitors: Frederick Douglass” presents the same incident from Douglass’s point of view.</p> <p>TEXT FOCUS: Students analyze how point of view affects readers’ understanding of an event. The varying tones and points of view of the two texts help students explore how different authors emphasize different evidence or advance different interpretations. Students can analyze both texts through class discussion and writing. (RI.7.1, RI.7.2, RI.7.6, RI.7.9)</p>
<p>LESSON 7:</p> <p>“Chapter 11: The Assassination of President Lincoln” from <i>Behind the Scenes</i>, Elizabeth Keckley</p> <p>Introductory matter, Prologue, and Chapters I and II of <i>Chasing Lincoln’s Killer</i>, James L. Swanson</p>	<p>TEXT DESCRIPTION: Chapter 11 presents Keckley’s interactions with President Lincoln immediately preceding his assassination. She attends his second inauguration and wonders how easy it might be to harm the president. The chapter then details the days following the assassination and the reactions of the Lincoln family. Chapters I and II of <i>Chasing Lincoln’s Killer</i> is a third-person account of John Wilkes Booth’s actions prior to and during the assassination of President Lincoln.</p> <p>TEXT FOCUS: Students continue to analyze how point of view affects readers’ understanding of an event. The varying tones and points of view of the two texts help students explore how different authors emphasize different evidence or advance different interpretations. Students can analyze both texts through class discussion and writing. (RI.7.1, RI.7.2, RI.7.6, RI.7.9)</p>

TEXT SEQUENCE	TEXT USE
<p>LESSON 8:</p> <p>“O Captain! My Captain!,” Walt Whitman</p>	<p>TEXT DESCRIPTION: Walt Whitman’s poem describes his feelings on the assassination of Abraham Lincoln. At a time when the nation was triumphant at the end of the war, Lincoln’s assassination again created tragedy. This poem captures the mixture of emotions and various points of view present during the time period.</p> <p>TEXT FOCUS: Students analyze how contrasts in setting (ship vs. shore) develop and reflect the contrasting point of view between the speaker and others on shore. (RL.7.6) Students continue to explore how point of view and perspective affect understanding of texts. With this poem, students evaluate how knowing the historical context for the poem and understanding Whitman’s choices in fictionalizing a historical event enhance their understanding of the poem and the depth of emotions surrounding the assassination of President Lincoln. (RL.7.9)</p> <p>MODEL TASKS</p> <p>SAMPLE TASK: Access sample questions, vocabulary, and a writing task²⁴ for “O Captain! My Captain!” from Achievethecore.org. Note: <i>These questions are aligned to grade 8 standards, so some revision may occur to ensure they adequately align to grade 7 standards. For example, standard RL.7.5 specifically mentions poetry and its structure, which could be the focus of at least one of the questions. Additionally, the speaker of the poem does a good job of contrasting his point of view from that of others, which is the focus of RL.7.6 and could be a good question and/or focus for student writing about the poem.</i></p>
<p>LESSON 9:</p> <p>“Chapter 12: Mrs. Lincoln Leaves the White House Behind the Scenes,” the first seven paragraphs of Chapter 15, and “Chicago, October 13” of the Appendix from <i>Behind the Scenes</i>, Elizabeth Keckley</p> <p>“A Fitting Friendship Between Dressmaker and Mary Todd Lincoln,” Jeanne Kolker</p>	<p>TEXT DESCRIPTION: These final chapters of Keckley’s memoir provide details of Mrs. Lincoln’s life after the assassination of President Lincoln. The letter from Mary Lincoln to Elizabeth Keckley provides further evidence to support Keckley’s interpretations in the chapter of her memoir. Kolker’s book review “A Fitting Friendship” provides a third-person perspective of the nature of Keckley and Mrs. Lincoln’s relationship.</p> <p>TEXT FOCUS: The final chapters present Keckley’s service to Mrs. Lincoln as she struggles to maintain her lifestyle after her husband’s assassination. The varying tones and points of view of the two texts encourage an exploration of how different authors emphasize different evidence or advance different interpretations. Students analyze how point of view affects readers’ understanding of an event. The varying tones and points of view of the two texts help students explore how different authors emphasize different evidence or advance different interpretations. Students can analyze both texts through class discussion and writing. (RI.7.1, RI.7.2, RI.7.6, RI.7.9)</p> <p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>

²⁴ <http://www.achievethecore.org/file/612>

TEXT SEQUENCE	TEXT USE
<p>LESSON 10:</p> <p>Excerpt from <i>Harriet Tubman: Conductor on the Underground Railroad</i>, Ann Petry</p> <p>“Letter from Frederick Douglass to Harriet Tubman, 1868” from <i>Scenes in the Life of Harriet Tubman</i>, Sarah Hopkins Bradford</p>	<p><u>TEXT DESCRIPTION:</u> These texts present various accounts of Harriet Tubman’s work on the Underground Railroad and are sufficiently complex for assessment purposes. Additionally, they provide another set of texts for students to explore for the Extension Task.</p> <p><u>MODEL TASKS</u></p> <p>SAMPLE SUMMATIVE TASKS: Cold-Read Assessment and Extension Task</p>