



EXPEDITIONARY  
LEARNING

# Grade 7: Module 3A: Unit 1: Overview



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**Unit 1: Building Background Knowledge: Powerful Stories—Slavery in America**

In this unit, students are introduced to the topic, guiding questions, and central text of the module: *Narrative of the Life of Frederick Douglass* (excerpts only). By the end of the unit, they will understand the historical context of this text as well as the tools and processes they will use as they read and analyze it. Their analysis will focus on Douglass’s purpose and how he tells his story in order to accomplish it. In the beginning of the unit, students listen to and discuss *The People Could Fly* (a picture book by Virginia Hamilton). This book introduces the topic of slavery as well as one of the module’s guiding questions: What gives stories and poems their enduring power? The next set of lessons introduces the central text and its context. Through reading informational texts and working with images, students build their understanding of slavery, the life of Frederick Douglass, and the debate

over slavery in which his voice was so significant. In these lessons, students focus on analyzing texts and supporting their analysis with textual evidence (RI.7.1). After a pause to launch independent reading for the module, students begin their work with the *Narrative*. As they read excerpts from the first two chapters, students consider Douglass’s purposes, practice the routines they will use for reading this text, and notice what gives this story its power. The unit closes with a set of lessons on poetry. Students read poems that deepen their understanding of slavery, and build their ability to recognize and interpret figurative language—skills that will be critical as they continue their reading of Douglass. The End of Unit 1 Assessment focuses on students’ ability to analyze how structures, word choice, and figurative language contribute to a poem’s meaning.

**Guiding Questions And Big Ideas**

- **What gives stories and poems their enduring power?**
- **How did Douglass’s purpose and audience shape how he told his story?**
- *Stories and poems have enduring power because they tell about important or interesting events, people, and places; they have themes that help readers understand the world and often empower people; and they use powerful language and powerful images.*
- *Douglass wrote the Narrative to convince his audience that slavery should be abolished. Through telling the story of his life, he responded to the reasons that some people gave to justify slavery, and showed why they were mistaken.*

**Mid-Unit 1 Assessment**

**Using Evidence to Support Analysis: “Frederick Douglass” (RI.7.1)**

This assessment centers on NYSP12 ELA CCLS RI.7.1. Students read a text about Douglass, then answer selected and constructed response questions in which they analyze the text and support their conclusions with evidence from the text.

**End of Unit 1 Assessment**

**Reading Poetry: Analyzing Structure and Language in “We Wear the Mask”**

This assessment centers on NYSP12 ELA CCLS RL.7.4, RL.7.5, and L.7.5a. Students read “We Wear the Mask” and answer constructed and selected response questions about structure, figurative language, sound and form.



### Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text related to slavery and Frederick Douglass. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

**Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:**

**<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>**

**Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades 5–8:**

- Define and frame questions about events and the world in which we live and use evidence to answer these questions.
- Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
- Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.
- Describe and analyze arguments of others.
- Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources.

**Social Studies Key Ideas and Conceptual Understandings, Grade 7**

- 7.12 Unequal and oppressive social structures sparked resistance efforts by slaves and reform movements to address social, political, and economic inequalities in the United States.
- 7.12.b Enslaved African Americans found a variety of ways to resist the institution of slavery.
- 7.12.c Abolitionists' actions increased the awareness of slavery and motivated enslaved African Americans to take greater risks to achieve freedom in the United States.
- 7.13.d Deeply entrenched systems of social and political inequality existed on Southern plantations, in urban centers of the South, and in the growing industrial cities of the North.



Texts
1. Virginia Hamilton, <i>The People Could Fly: The Picture Book</i> (New York: Knopf Books for Young Readers, 2004), ISBN: 978-0-375-82405-0. (One copy per teacher; recommended, not required <sup>1</sup> ).
2. Frederick Douglass, <i>Narrative of the Life of Frederick Douglass, an American Slave</i> (Project Gutenberg, 2006; originally published Boston, 1845) (Project Gutenberg, 2006; originally published Boston, 1845; no purchase required <sup>2</sup> ).
3. “The Slave Trade,” “Abolition,” and “Frederick Douglass” (texts) from <i>Freedom: A History of US</i> , Webisode 5 (PBS, 2002)
4. Scott Kirkwood, “Renaissance Man,” <i>National Parks</i> , Spring 2013 v87 i2 p1(3).
5. Claude McKay, “If We Must Die”
6. Langston Hughes, “The Negro Speaks of Rivers”
7. Georgia Douglass Johnson, “Black Woman”
8. Lucille Clifton, “slaveships”
9. Eloise Greenfield, “Harriet Tubman”
10. Paul Laurence Dunbar, “We Wear the Mask”

<sup>1</sup> *The People Could Fly: The Picture Book* is recommended, not required. Schools that do not have the ability to place additional text orders for this school year (2013-14) may choose to seek this widely available book through a school or public library. As an additional alternative, suggested free resources will be named in the lessons in which this book is used.

<sup>2</sup> Purchase of *Narrative of the Life of Frederick Douglass* is not required. All excerpts that students read are provided in the lessons themselves. Schools that already purchased this book are strongly encouraged to use it **enhanced close reading**.



**This unit is approximately 3 weeks or 15 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	What Gives Stories Their Power?	<ul style="list-style-type: none"> <li>I can determine a theme or the central ideas of a literary text. (RL.7.2)</li> <li>I can determine the meaning of words and phrases in a literary text (figurative, connotative, and technical meanings). (RL.7.4)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how the content, theme, images, and language in <i>The People Could Fly</i> give the story its enduring power.</li> </ul>	<ul style="list-style-type: none"> <li>Powerful Story note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Powerful Stories</li> </ul>
<b>Lesson 2</b>	Introducing <i>Narrative of the Life of Frederick Douglass</i>	<ul style="list-style-type: none"> <li>I can build on others' ideas during discussions. (SL.7.1)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can build on others' ideas during discussions.</li> <li>I can understand the historical context of a piece of nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>Students' observations during the Gallery Walk</li> </ul>	<ul style="list-style-type: none"> <li>Historical Context</li> <li>Gallery Walk protocol</li> </ul>
<b>Lesson 3</b>	Building Context for the <i>Narrative: Slavery in America</i>	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can accurately use 7th grade academic vocabulary to express my ideas. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can draw conclusions about slavery in America and cite specific textual evidence to support them.</li> </ul>	<ul style="list-style-type: none"> <li>"Slave Trade" Text Dependent Questions</li> </ul>	<ul style="list-style-type: none"> <li>Historical Context</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Building Context for the <i>Narrative: The Abolition Movement</i>	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can accurately use 7th grade academic vocabulary to express my ideas. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can draw conclusions about the abolition movement in America and cite specific textual evidence to support them.</li> </ul>	<ul style="list-style-type: none"> <li>“Abolition” from <i>Freedom: A History of US, Webisode 5: Text-Dependent Questions, Part 1</i> (from homework)</li> <li>“Abolition” from <i>Freedom: A History of US, Webisode 5: Text-Dependent Questions, Part 2</i></li> </ul>	<ul style="list-style-type: none"> <li>Historical Context</li> </ul>
<b>Lesson 5</b>	Mid-Unit Assessment: Using Evidence to Support Analysis: “Frederick Douglass”	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.7.11)</li> </ul>	<ul style="list-style-type: none"> <li>I can draw conclusions about Frederick Douglass and support them with evidence from the text.</li> <li>I can select an independent reading book that is just right for me.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1 Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Historical Context</li> </ul>
<b>Lesson 6</b>	Why did Douglass write the <i>Narrative</i> ?	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in informational text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>I can determine an author’s point of view or purpose in informational text. (RI.7.6)</li> <li>I can analyze how the author distinguishes his/her position from others’. (RI.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain Frederick Douglass’s purpose in writing <i>Narrative of the Life of Frederick Douglass</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Frederick Douglass’s Purpose: Text and Questions</li> </ul>	<ul style="list-style-type: none"> <li>Shining a Light</li> <li>Discussion Appointments protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	Introducing the Process for Close Reading: Meeting Frederick Douglass	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in informational text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>I can read above grade level informational texts with scaffolding and support. (RI.7.10)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in an excerpt from <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can use common roots, prefixes, and suffixes as clues to the meaning of words in <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can reread a complex text to better understand it.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt 1 Text and Questions</li> </ul>	<ul style="list-style-type: none"> <li>Shining a Light</li> <li>Historical Context</li> <li>Discussion Appointments protocol</li> </ul>
<b>Lesson 8</b>	Analyzing Douglass's Purpose	<ul style="list-style-type: none"> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.7.6)</li> <li>I can analyze how the author distinguishes his/her position from others'. (RI.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how specific excerpts of <i>Narrative of the Life of Frederick Douglass</i> convey Douglass's position on slavery.</li> <li>I can use common roots, prefixes, and suffixes as clues to the meaning of words in <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can reread a complex text to better understand it.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt 1 Text and Questions</li> </ul>	<ul style="list-style-type: none"> <li>Shining a Light</li> </ul>
<b>Lesson 9</b>	Close Reading Excerpt 2: Plantation Life	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in informational text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can read above grade level informational texts with scaffolding and support. (RI.7.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in an excerpt of <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can use common roots, prefixes, and suffixes as clues to the meaning of words in <i>Narrative of the Life of Frederick Douglass</i>.</li> <li>I can reread a complex text to better understand it.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt 1: Constructed Response (from homework)</li> <li>Excerpt 2 Text and Questions</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 10</b>	Analyzing Douglass's Purpose in Excerpt 2	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in informational text (figurative, connotative, and technical meanings). (RI.7.4)</li> <li>I can determine an author's point of view or purpose in informational text. (RI.7.6)</li> <li>I can analyze how the author distinguishes his/her position from others'. (RI.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine Frederick Douglass's position in Excerpt 2 of Narrative of the Life of Frederick Douglass.</li> <li>I can determine the meaning of words and phrases in Excerpt 2 of Narrative of the Life of Frederick Douglass.</li> <li>I can identify what makes <i>Narrative of the Life of Frederick Douglass</i> a powerful story.</li> </ul>	<ul style="list-style-type: none"> <li>Excerpt 2 Text and Questions</li> <li>Excerpt 2: Analysis note-catchers</li> </ul>	<ul style="list-style-type: none"> <li>Powerful Stories</li> </ul>
<b>Lesson 11</b>	Introducing Poetry	<ul style="list-style-type: none"> <li>I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4)</li> <li>I can determine the figurative meaning of words and phrases in literary text. (RL.7.4)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> <li>I can read grade-level literary or informational texts proficiently and independently. (RI.7.10, RL.7.10)</li> </ul>	<ul style="list-style-type: none"> <li>I can select an appropriate independent reading book and create an effective plan for completing it.</li> <li>I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry.</li> <li>I can identify common poetic devices, especially those that have to do with structure, figurative language, and repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Found Poem Draft #1 (from homework)</li> </ul>	<ul style="list-style-type: none"> <li>Poet's Toolbox</li> </ul>





Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 12</b>	How to Read a Poem: “The Negro Speaks of Rivers”	<ul style="list-style-type: none"> <li>• I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4.)</li> <li>• I can determine the figurative meaning of words and phrases in literary text. (RL.7.4)</li> <li>• I can analyze how a poem’s form or structure contributes to its meaning. (RL.7.5)</li> <li>• I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify common poetic devices, especially those that have to do with structure, figurative language, and repetition.</li> <li>• I can read and reread a poem to find layers of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Found Poem Draft 2 (from homework)</li> <li>• Exit Ticket: Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• How to Read a Poem</li> <li>• Powerful Stories</li> </ul>
<b>Lesson 13</b>	Poetic Tools in <i>Narrative of the Life of Frederick Douglass</i>	<ul style="list-style-type: none"> <li>• I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4.)</li> <li>• I can determine the figurative meaning of words and phrases in literary text. (RL.7.4)</li> <li>• I can analyze how a poem’s form or structure contributes to its meaning. (RL.7.5)</li> <li>• I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the impact of rhyme and repetition in specific poems.</li> <li>• I can analyze the use of figurative language in poetry and nonfiction text.</li> <li>• I can analyze how figurative language, form, and sound contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Poetic Tools in the Narrative: Exit Ticket</li> </ul>	<ul style="list-style-type: none"> <li>• How to Read a Poem</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 14</b>	Poetry Analysis: Small Group Practice	<ul style="list-style-type: none"> <li>I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4.)</li> <li>I can determine the figurative meaning of words and phrases in literary text. (RL.7.4)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> <li>I can analyze how a poem's form or structure contributes to its meaning. (RL.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the impact of rhyme and repetition in a specific section of poetry.</li> <li>I can determine the figurative meaning of words and phrases in a poem.</li> <li>I can analyze how a poem's structure contributes to its meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Entry Task: "Black Woman"</li> <li>Exit Ticket: Self-Assessment #2</li> </ul>	<ul style="list-style-type: none"> <li>How to Read a Poem</li> </ul>
<b>Lesson 15</b>	End of Unit Assessment: Poetry Analysis	<ul style="list-style-type: none"> <li>I can analyze the impact of rhymes and repetitions of sound on a specific section of poetry. (RL.7.4)</li> <li>I can determine the figurative meaning of words and phrases in literary text. (RL.7.4)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> <li>I can analyze how a poem's form or structure contributes to its meaning. (RL.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the impact of rhyme and repetition in a specific section of poetry.</li> <li>I can determine the figurative meaning of words and phrases in a poem.</li> <li>I can analyze how a poem's structure contributes to its meaning.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment</li> </ul>	<ul style="list-style-type: none"> <li>How to Read a Poem</li> </ul>



Optional: Experts, Fieldwork, And Service

**Experts:**

- Ask a local poet to visit your class and share his or her work, as well as the process he/she uses to write poetry.

**Fieldwork:**

- Consider visiting a museum that has an exhibit about the history of your community during the years leading up to, during, and after the Civil War. Ask students to consider how people living in their community in 1845 might have responded to Douglass's book.
- The PBS website for *Freedom: A History of US* has many other resources in addition to the text that students read, including many primary sources related to slavery and Douglass. Consider using these resources or others to craft a virtual fieldwork experience for your students to further build their background knowledge about slavery and abolition. The resources that accompany Episode 5 can be found at: <http://www.pbs.org/wnet/historyofus/web05/index.html>.

Optional: Extensions

- Partner with the social studies teacher to support students in an in-depth exploration of a related topic, such as other abolitionists, the Civil War, or Reconstruction.
- Consider a study of slavery in the modern world.
- Frederick Douglass had a long, full life, and this module focuses on only the first part of his life. A full study of his accomplishments would add to students' understanding of the fight for women's rights, the Civil War, Reconstruction, and the Haitian Revolution. Consider having students learn more about Douglass's life after he wrote the *Narrative*.



## Preparation and Materials

### Student Materials

Throughout the module, students work with text excerpts, note-catchers, reference sheets, and other handouts that hold their thinking. Students will need to be able to use these over multiple days. Consider what organizational structures in your class might support your students in keeping track of these papers.

### *Narrative of the Life of Frederick Douglass*

*Narrative of the Life of Frederick Douglass* has been published by the Gutenberg Project as a free ebook. Since it is quite a complex text, the lessons in this module have students read a series of excerpts rather than the complete text. All of the text that students need to read is included with the lessons (in supporting materials).

Teachers are strongly encouraged to read the entire *Narrative*, and to encourage strong readers to consider tackling the complete text as their independent reading book for the module. The *Narrative* can be found here: <http://www.gutenberg.org/files/23/23-h/23-h.htm>.

### Media and Special Materials

In Unit 1, students build their background knowledge by reading texts from the website that accompanies the PBS series *Freedom: A History of US*. If possible, consider enriching these lessons through using the corresponding DVD (PBS, “Episode 5: A Fatal Contradiction” from *Freedom: A History of US DVD 2002*).

This PBS video series is not required for this module. However, it is an excellent resource for teaching American history to middle school students: the structure and content are more accessible than those of videos made for an adult audience, but they still do justice to the complexity and richness of the history they recount. Many libraries hold this DVD series; you also can purchase it on the PBS website<sup>3</sup>. The teaching notes for Unit 1, Lessons 3, 4, and 5 include guidance regarding which specific segments of the video would best support each lesson. In addition, the website includes not just the texts that students read but also images and quotes. If you cannot access the DVD but can access the website, consider having students spend time on the website exploring the additional materials it offers.

Please note that for this module, it is recommended that you use two picture books: *The People Could Fly: The Picture Book* and *Frederick Douglass: The Last Day of Slavery*. You will need one copy of each book per classroom. While you do not need *Frederick Douglass: The Last Day of Slavery* until Unit 2, it is worth considering your options now for how you will obtain both books.

<sup>3</sup> If you go through the PBS teacher store, you can buy just one disc rather than the whole series: go to

<http://teacher.shop.pbs.org/product/index.jsp?productId=2982619&cp=&sr=1&kw=freedom+a+history+of+us&origkw=freedom+a+history+of+us&parentPage=search>.

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### Media and Special Materials (continued)

#### *The People Could Fly*

This book is recommended, and is used in Lesson 1 of Unit 1. Schools that do not have the ability to place additional text orders for this school year (2013–14) may choose to seek this widely available book through a school or public library. As an additional alternative, suggested free resources are named in the lessons in which this book is used.

#### *Frederick Douglass: The Last Day of Slavery*

This children's book is integral to several lessons in this module and is widely available in public and school libraries. However, by January 15, alternate lessons that use a free alternative children's book will be available on EngageNY.org and at [commoncoresuccess.elschools.org](http://commoncoresuccess.elschools.org). These alternate materials are being created to accommodate any schools/districts that are not able to secure a copy of *Frederick Douglass: The Last Day of Slavery*.

### Additional Poems

This unit includes a 5 lesson sequence on poetry. If you wish to expand the study of poetry, consider using additional poems from the list below.

"harriet" by Lucille Clifton

"Song of the Son" Jean Toomer

"Outcast" Claude McKay



### Independent Reading

*Narrative of the Life of Frederick Douglass*, the central text of this module, is a complex and challenging text. To support students in understanding this text, they mostly read it in class, with teacher and peer support. For this reason, it is very important to establish and maintain a strong independent reading program in this module so that students read the volume of text necessary to further develop their proficiency as readers. There is a rich set of literature related to slavery in America; see the module documents for a list of texts. If possible, have all students select a text from this list; if you have used literature circles with your students, this would be an excellent opportunity to do so again. The books listed are powerful and compelling; students would benefit from being able to discuss the book they are reading with a partner or small group.

If you are able to have all students read a book from the list of suggested titles, use the independent reading check-in times (provided weekly) for students to discuss their books together and make specific connections to the content of this module by posing questions such as: What makes this a powerful story? How does this story add to or challenge what we learned from the *Narrative*? What is the narrative arc of this story? How is the author using figurative language and word choice to convey meaning?

This module assumes that you have launched the process and routines of independent reading in earlier modules. (See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program.) If you have not, you may need to schedule a week of time in which to do this. If you have already implemented the routines, consider which of your structures will stay the same and which may shift for this unit.

The Unit 1 plans include a lesson (Lesson 5) in which to introduce independent reading for the module. Consider using this time to introduce students to possible titles. By the second independent reading check-in (Lesson 11), all students should have a book and be reading it; consider using this lesson to have students set formal goals for the pace at which they will complete their books. They will continue to have about 20 minutes a week for independent reading check-in, and then a longer block of time near the end of Unit 3 in which to complete the book review task.