Close Reading of Informational/Literary Nonfiction Texts

**Learning Targets**

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**Close Reading for Meaning**

What does learning to read closely mean? As readers, we should not just consider what information is conveyed by a text. We must consider the author’s point of view and purpose for writing the text, as well as the author’s tone, or attitude toward the subject.

An author or speaker’s experiences, beliefs, attitudes, and values shape the point of view, or perspective, of a text. For example, an author’s point of view might be shaped by experiences growing up in a particular part of the world, by cultural values, or by religious beliefs. Along with analyzing the author or speaker’s tone, understanding point of view can help the reader determine the author’s purpose.

In this workshop, you will read three different texts and will practice close reading using strategies that will help you make meaning of the text. Your teacher will guide you through the first activity. In Activity 2, you will work in a collaborative group to read and respond to the text. For the third activity, you will work independently to apply close reading strategies to determine meaning in a new text.

**Introducing the Strategy: Diffusing**

Diffusing is a strategy for close reading of text. Using this strategy, the reader reads a passage to identify unfamiliar words. The reader uses context clues, dictionaries, and/or thesauruses to discover the meaning of unfamiliar words. Writing notes about meaning or substituting synonyms for unfamiliar words helps the reader increase comprehension of the text.
ACTIVITY 1
Guided Practice

You will read the text in this activity at least three times, focusing on a different purpose for each reading.

First Reading: First Impressions
Read the following passage silently. Your focus for this first reading is on understanding the meaning of the passage. As you read, practice diffusing the words you may not know by replacing unfamiliar words with synonyms or definitions for the underlined words. Use the definitions and synonyms beside the paragraphs to help your understanding.

Autobiography
From NARRATIVE OF THE LIFE OF
Frederick Douglass

by Frederick Douglass

The home plantation of Colonel Lloyd wore the appearance of a country village. All the mechanical operations for all the farms were performed here. The shoemaking and mending, the blacksmithing, cartwrighting, coopering, weaving, and grain-grinding, were all performed by the slaves on the home plantation. The whole place wore a business-like aspect very unlike the neighboring farms. The number of houses, too, conspired to give it advantage over the neighboring farms. It was called by the slaves the “Great House Farm.” Few privileges were esteemed higher, by the slaves of the out-farms, than that of being selected to do errands at the Great House Farm. It was associated in their minds with greatness. A representative could not be prouder of his election to a seat in the American Congress, than a slave on one of the out-farms would be of his election to do errands at the Great House Farm. They regarded it as evidence of great confidence reposed in them by their overseers; and it was on this account, as well as a constant desire to be out of the field from under the driver’s lash, that they esteemed it a high privilege, one worth careful living for. He was called the smartest and most trusty fellow, who had this honor conferred upon him the most frequently. The competitors for this office sought as diligently to please their overseers, as the office-seekers in the political parties seek to please and deceive the people. The same traits of character might be seen in Colonel Lloyd’s slaves, as are seen in the slaves of the political parties.

The slaves selected to go to the Great House Farm, for the monthly allowance for themselves and their fellow-slaves, were peculiarly enthusiastic. While on their way, they would make the dense old woods, for miles around, reverberate with their wild songs, revealing at once the highest joy and the deepest sadness. They would compose
and sing as they went along, consulting neither time nor tune. The thought that came up, came out—if not in the word, in the sound;—and as frequently in the one as in the other. They would sometimes sing the most pathetic sentiment in the most rapturous tone, and the most rapturous sentiment in the most pathetic tone. Into all of their songs they would manage to weave something of the Great House Farm. Especially would they do this, when leaving home. They would then sing most exultingly the following words:

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I did not, when a slave, understand the deep meaning of those rude and apparently incoherent songs. I was myself within the circle; so that I neither saw nor heard as those without might see and hear. They told a tale of woe which was then altogether beyond my feeble comprehension; they were tones loud, long, and deep; they breathed the prayer and complaint of souls boiling over with the bitterest anguish. Every tone was a testimony against slavery, and a prayer to God for deliverance from chains. The hearing of those wild notes always depressed my spirit, and filled me with ineffable sadness. I have frequently found myself in tears while hearing them. The mere recurrence to those songs, even now, afflicts me; and while I am writing these lines, an expression of feeling has already found its way down my cheek. To those songs I trace my first glimmering conception of the dehumanizing character of slavery. I can never get rid of that conception. Those songs still follow me, to deepen my hatred of slavery, and quicken my sympathies for my brethren in bonds. If any one wishes to be impressed with the soul-killing effects of slavery, let him go to Colonel Lloyd’s plantation, and, on allowance-day, place himself in the deep pine woods, and there let him, in silence, analyze the sounds that shall pass through the chambers of his soul,—and if he is not thus impressed, it will only be because “there is no flesh in his obdurate heart.”

I have often been utterly astonished, since I came to the north, to find persons who could speak of the singing, among slaves, as evidence of their contentment and happiness. It is impossible to conceive of a greater mistake. Slaves sing most when they are most unhappy. The songs of the slave represent the sorrows of his heart; and he is relieved by them, only as an aching heart is relieved by its tears. At least, such is my experience. I have often sung to drown my sorrow, but seldom to express my happiness. Crying for joy, and singing for joy, were alike uncommon to me while in the jaws of slavery. The singing of a man cast away upon a desolate island might be as appropriately considered as evidence of contentment and happiness, as the singing of a slave; the songs of the one and of the other are prompted by the same emotion.

pathetic: causing feelings of sadness and sympathy
rapturous: expressing great enthusiasm or pleasure
exultingly: joyously

jargon: a confused or meaningless language

anguish: severe pain or suffering
ineffable: too great or extreme to be described in words

brethren: fellow members of a group or society

obdurate: stubbornly refusing to change one’s opinion
Second Reading: Vocabulary in Context
Now that you have read the passage silently, listen and follow along as your teacher reads the passage aloud. As you read along with your teacher, circle words and/or phrases (other than the underlined words) that you do not know or that you feel are important to the meaning of the passage. Diffuse these words/phrases for comprehension.

Check Your Understanding
1. Pair with another student and, using context clues and reference resources, determine the meaning of any new words you need to define. Then choose six words from the vocabulary that has been underlined, bolded, and/or you have circled, paraphrase the definitions to show your understanding, and discuss how the definitions help you understand the meaning of the passage as a whole.

2. Choose two or three of the words you have examined that you think are significant to understanding the passage. Use the words in sentences as part of a summary explaining the central ideas in the passage and explaining how these words contribute to your understanding of the passage.

Third Reading: Text-Dependent Questioning
Now read the passage again, this time reading to respond to the Key Ideas and Details text-based questions. As your class discusses the text, write your responses to each question and highlight or underline the textual evidence that supports your answer. During discussions, you may also want to annotate the text to record a new or different meaning of the text.

Background Information: Frederick Douglass was one of the most well-known forces behind the abolitionist movement in America. Born as a slave in Maryland, Douglass later escaped slavery and became a powerful orator and writer, speaking out against slavery. The following excerpt is taken from one of his autobiographies, Narrative of the Life of Frederick Douglass, which details his life as a slave and his desire for freedom. It was published in 1845, eighteen years before Lincoln’s Emancipation Proclamation.
The home plantation of Colonel Lloyd wore the appearance of a country village. All the mechanical operations for all the farms were performed here. The shoemaking and mending, the blacksmithing, cartwrighting, coopering, weaving, and grain-grinding, were all performed by the slaves on the home plantation. The whole place wore a business-like aspect very unlike the neighboring farms. The number of houses, too, conspired to give it advantage over the neighboring farms. It was called by the slaves the “Great House Farm.” Few privileges were esteemed higher, by the slaves of the out-farms, than that of being selected to do errands at the Great House Farm. It was associated in their minds with greatness. A representative could not be prouder of his election to a seat in the American Congress, than a slave on one of the out-farms would be of his election to do errands at the Great House Farm. They regarded it as evidence of great confidence reposed in them by their overseers; and it was on this account, as well as a constant desire to be out of the field from under the driver’s lash, that they esteemed it a high privilege, one worth careful living for. He was called the smartest and most trusty fellow, who had this honor conferred upon him the most frequently. The competitors for this office sought as diligently to please their overseers, as the office-seekers in the political parties seek to please and deceive the people. The same traits of character might be seen in Colonel Lloyd’s slaves, as are seen in the slaves of the political parties.

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Check Your Understanding
Now that you have read closely and worked to understand challenging portions of this passage, choose a sentence that you think is important to understanding Douglass’s point of view. Explain in your own words what the sentence means and why it is important to understanding the passage.

Synthesizing Your Understanding
Now that you have read the passage three times and studied its vocabulary and sentences, work with your classmates and your teacher to synthesize your understanding by thinking about the speaker, the subject, the purpose, and the author’s tone or attitude. Respond to the following questions as a way of bringing all your knowledge together.

1. Who is the speaker and what is the subject of the passage? What is the speaker’s perspective on the subject? What experiences or beliefs contribute to his point of view?

2. What is the purpose of the passage? Now that you have identified the subject and speaker of the passage, explain Douglass’s reasons for writing these paragraphs. What does he hope to communicate to the audience about his subject?

3. What is the author’s attitude toward the subject of the passage? Tone describes the attitude of the author about the subject being discussed. Now that you have identified the subject and the purpose, explain how Douglass feels about this subject.
Writing Prompt: Based on your current understanding of the passage, summarize Douglass’s point of view and tone about slavery. Write a paragraph that explains your interpretation of his perspective on this topic. Be sure to:

- Identify the subject, speaker, purpose and tone of the passage in a topic sentence
- Provide several pieces of textual evidence that support your statement
- Explain how the evidence supports your topic sentence.

ACTIVITY 2
Collaborative Practice

Look carefully at the map that follows. It depicts the Underground Railroad, a network of safe houses and secret routes that existed in the 19th-century United States. With the aid of abolitionists and sympathetic allies, an estimated 100,000 escaped slaves had gained their freedom by 1850 via the Underground Railroad.

First Reading: What do you see?
As you look at the map, what catches your eye? What details do you notice? How would you describe the details in this map to someone who could not see it? To answer this question, keep your responses only on what you can see in the map.
Second Reading: What does it mean?
Now that you have examined the map carefully, what inferences can you make? How do you interpret what you see? In other words, what might you say about the states or routes that goes beyond what is explicitly shown on the map?

Third Reading: How do you know?
Explain the connection between the details you notice and your interpretation of these details. How might you use the details in the map as textual evidence to support the ideas or inferences you have made?

Writing Prompt: Now that you have carefully examined the content of this map and come to conclusions about what it shows explicitly and what inferences you can make about the meaning, write a paragraph that makes a connection between this map and the passage written by Douglass about his point of view of slavery. Be sure to:
• Write a topic sentence that connects the two texts.
• Include textual details and explain how they support your connection.
• Write a conclusion that follows from your explanations.
Close Reading Workshop 1

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In this workshop, you will read three different texts and will practice close reading using strategies that will help you make meaning of the text. Your teacher will guide you through the first activity. In Activity 2, you will work in a collaborative group to read and respond to the text. For the third activity, you will work independently to apply close reading strategies to determine meaning in a new text.

Introducing the Strategy: Diffusing

Diffusing is a strategy for close reading of text. Using this strategy, the reader reads a passage to identify unfamiliar words. The reader uses context clues, dictionaries, and/or thesauruses to discover the meaning of unfamiliar words. Writing notes about meaning or substituting synonyms for unfamiliar words helps the reader increase comprehension of the text.

1 Review the learning targets to help set a context for what students will be doing in this workshop. Note also that the reading passages include a special emphasis on vocabulary in the first two readings. Words that students might be expected to know are bolded, and words that students may find challenging are underlined and defined for students.

2 Activity 1: Guided Practice requires the teacher to guide students with explicit, direct instruction in reading challenging texts using oral reading, strategy instruction, and text-dependent questioning. This activity is the first of four activities: a guided practice activity, a collaborative activity, an independent reading activity, and a fourth activity that provides assessment opportunities for the entire workshop.

3 Before students read the first text, note the underlined and bolded words with them. Introduce diffusing as a vocabulary strategy. As students read independently, be sure they use the underlined, defined words to practice diffusing vocabulary by replacing the new word with its definition/synonym. Consider asking students to write the definitions above the underlined words before they read.
In Activity 1, students are to first focus on reading the text to themselves silently to gain a general understanding of what it means.

ACTIVITY 1 (continued)

ACTIVITY 1
Guided Practice

You will read the text in this activity at least three times, focusing on a different purpose for each reading.

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**Autobiography**

From **NARRATIVE OF THE LIFE OF**

**Frederick Douglass**

*by Frederick Douglass*

The home plantation of Colonel Lloyd wore the appearance of a country village. All the mechanical operations for all the farms were performed here. The shoemaking and mending, the blacksmithing, cartwrighting, coopering, weaving, and grain-grinding, were all performed by the slaves on the home plantation. The whole place wore a business-like aspect very unlike the neighboring farms. The number of houses, too, conspired to give it advantage over the neighboring farms. It was called by the slaves the "Great House Farm." Few privileges were esteemed higher, by the slaves of the out-farms, than that of being selected to do errands at the Great House Farm. It was associated in their minds with greatness. A representative could not be prouder of his election to a seat in the American Congress, than a slave on one of the out-farms would be of his election to do errands at the Great House Farm. They regarded it as evidence of great confidence reposed in them by their overseers; and it was on this account, as well as a constant desire to be out of the field from under the driver's lash, that they esteemed it a high privilege, one worth careful living for. He was called the smartest and most trusty fellow, who had this honor conferred upon him the most frequently. The competitors for this office sought as diligently to please their overseers, as the office-seekers in the political parties seek to please and deceive the people. The same traits of character might be seen in Colonel Lloyd's slaves, as are seen in the slaves of the political parties.

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Check Your Understanding

1. Pair with another student and, using context clues and reference resources, determine the meaning of any new words you need to define. Then choose six words from the vocabulary that has been underlined, bolded, and/or you have circled, paraphrase the definitions to show your understanding, and discuss how the definitions help you understand the meaning of the passage as a whole.

   “Pathetic” means expressing great sadness.
   “Rapturous” means expressing great joy.
   “Anguish” is feeling pain or suffering.
   “Incoherent” means unintelligible or confused.
   “Afflict” means to cause pain.

   These words give me the sense of sadness and confusion of this passage.

2. Choose two or three of the words you have examined that you think are significant to understanding the passage. Use the words in sentences as part of a summary explaining the central ideas in the passage and explaining how these words contribute to your understanding of the passage.

   Frederick Douglass argues that the apparently rapturous songs of the slaves going to the “Great House Farm” are actually expressions of an incoherent anguish.

Third Reading: Text-Dependent Questioning

Now read the passage again, this time reading to respond to the Key Ideas and Details text-based questions. As your class discusses the text, write your responses to each question and highlight or underline the textual evidence that supports your answer. During discussions, you may also want to annotate the text to record a new or different meaning of the text.

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**Key Ideas and Details**

Why does Douglas compare slaves going to the Great House Farm to politicians? How does this comparison contribute to your understanding?

**Key Ideas and Details**

What is the contradiction between the meaning and the tone in the slaves’ songs? How could this contradiction confuse an outside observer?
I did not, when a slave, understand the deep meaning of those rude and apparently incoherent songs. I was myself within the circle; so that I neither saw nor heard as those without might see and hear. They told a tale of woe which was then altogether beyond my feeble comprehension; they were tones loud, long, and deep; they breathed the prayer and complaint of souls boiling over with the bitterest anguish. Every tone was a testimony against slavery, and a prayer to God for deliverance from chains. The hearing of those wild notes always depressed my spirit, and filled me with ineffable sadness. I have frequently found myself in tears while hearing them. The mere recurrence to those songs, even now, afflicts me; and while I am writing these lines, an expression of feeling has already found its way down my cheek. To those songs I trace my first glimmering conception of the dehumanizing character of slavery. I can never get rid of that conception. Those songs still follow me, to deepen my hatred of slavery, and quicken my sympathies for my brethren in bonds. If any one wishes to be impressed with the soul-killing effects of slavery, let him go to Colonel Lloyd's plantation, and, on allowance-day, place himself in the deep pine woods, and there let him, in silence, analyze the sounds that shall pass through the chambers of his soul,—and if he is not thus impressed, it will only be because "there is no flesh in his obdurate heart."

I have often been utterly astonished, since I came to the north, to find persons who could speak of the singing, among slaves, as evidence of their contentment and happiness. It is impossible to conceive of a greater mistake. Slaves sing most when they are most unhappy. The songs of the slave represent the sorrows of his heart; and he is relieved by them, only as an aching heart is relieved by its tears. At least, such is my experience. I have often sung to drown my sorrow, but seldom to express my happiness. Crying for joy, and singing for joy, were alike uncommon to me while in the jaws of slavery. The singing of a man cast away upon a desolate island might be as appropriately considered as evidence of contentment and happiness, as the singing of a slave; the songs of the one and of the other are prompted by the same emotion.
Check Your Understanding

Now that you have read closely and worked to understand challenging portions of this passage, choose a sentence that you think is important to understanding Douglass’s point of view. Explain in your own words what the sentence means and why it is important to understanding the passage.

Possible sentence choices:
“...understand the deep meaning of those rude and apparently incoherent songs.”
“Those songs still follow me, to deepen my hatred of slavery, and quicken my sympathies for my brethren in bonds.”

Synthesizing Your Understanding

Now that you have read the passage three times and studied its vocabulary and sentences, work with your classmates and your teacher to synthesize your understanding by thinking about the speaker, the subject, the purpose, and the author’s tone or attitude. Respond to the following questions as a way of bringing all your knowledge together.

1. **Who is the speaker and what is the subject of the passage?** What is the speaker’s perspective on the subject? What experiences or beliefs contribute to his point of view?

   The speaker is a man who was born and raised as a slave. This experience gives him a firsthand and authentic perspective on the topic. In addition, Douglass is literate and well-educated, possessing skills that allow him to write eloquently. As a result, the diction and style of the text is both familiar and elevated. He is able to recount his experiences and to reflect on their significance, now that he looks upon the world of slavery from without instead of within.

2. **What is the purpose of the passage?** Now that you have identified the subject and speaker of the passage, explain Douglass’s reasons for writing these paragraphs. What does he hope to communicate to the audience about his subject?

   Douglass is writing to offer his audience some insight into the experience of slavery. Particularly, Douglass wants to enlighten his audience about two topics: the pride felt by those slaves chosen to work at the Great House Farm, and the purpose and emotion behind the singing of slaves. He points out that contrary to the beliefs of Northerners, the singing of slaves is not evidence of their contentment. Rather, their songs belie their emotions, juxtaposing happy melodies with sad lyrics.

3. **What is the author’s attitude toward the subject of the passage?** Tone describes the attitude of the author about the subject being discussed. Now that you have identified the subject and the purpose, explain how Douglass feels about this subject.

   The excerpt opens with a somewhat straightforward, upbeat tone. The first paragraphs acknowledge the Great House Farm and its respected status by the slaves of Colonel Lloyd. As the piece transitions to the topic of slave songs, a deeper sadness is revealed. Douglass clearly feels horror toward the institution of slavery and anguish at the very thought of the songs of slaves.
Close Reading of Informational/Literary Nonfiction Texts (continued)

Writing Prompt: Based on your current understanding of the passage, summarize Douglass’s point of view and tone about slavery. Write a paragraph that explains your interpretation of his perspective on this topic. Be sure to:

• Identify the subject, speaker, purpose and tone of the passage in a topic sentence
• Provide several pieces of textual evidence that support your statement
• Explain how the evidence supports your topic sentence.

Possible topic sentences:
• Frederick Douglass conveys the horror of slavery that lies behind the slaves’ singing.
• As a former slave, Douglass disputes the myth of slave contentment by showing the true desperation in slave songs.

Activity 2
Collaborative Practice

Look carefully at the map that follows. It depicts the Underground Railroad, a network of safe houses and secret routes that existed in the 19th-century United States. With the aid of abolitionists and sympathetic allies, an estimated 100,000 escaped slaves had gained their freedom by 1850 via the Underground Railroad.

First Reading: What do you see?
As you look at the map, what catches your eye? What details do you notice? How would you describe the details in this map to someone who could not see it? To answer this question, keep your responses only on what you can see in the map.

Activity 1 (continued)

ASSESS

The writing prompt gives students an opportunity to focus on characterizing the point of view and tone of the passage. Note that this prompt requires summarizing and explaining using textual evidence. You might want to conduct this as a co-construction of a paragraph, being sure to discuss and respond to the requirements of the prompt.

ADAPT

Consider asking students to go beyond circling, underlining, and highlighting the text by having them write annotations in the margins. Students could work with paragraphs as chunks of text and define the purpose of each paragraph, or they could summarize the main idea of each paragraph. This additional strategy will help students examine the organization more explicitly.

ACTIVITY 2
Collaborative Practice

PLAN

This activity provides an opportunity for students to practice analyzing visual texts and comparing them to written texts using collaborative groups. It is important to understand that this activity is part of a flexible suite of close-reading activities, so depending on your students and their needs, more or less teacher guidance may be necessary. More independence further prepares students to succeed on the last independent activity.

TEACH

1 Review the historical information about the map with the class before they begin the activity.

2 Direct students’ attention to the First Reading instructions and the three follow-up questions to consider as they view the map in small groups of mixed ability and varied strengths to work through this text.

3 First Reading: For the first reading of the visual, students will list only what they see explicitly in the map (textual evidence). Ask students to describe what they notice first. What more do they see with a closer look? Have them look at text features such as the symbols, key, scale, compass heading, state borders, and city names. Before students go on to the next reading, you may want to lead a whole class discussion of what they see to assess their understanding and how well the groups are working together.

A legend or key explains the meaning of the shaded states and the white arrows; names of cities are included; rivers are noted by dark, squiggly lines; arrows indicate movement—some indicate movement northward, some lines are on the ocean, some are going south; one escape route goes to Canada; another goes south to the Caribbean; the arrows seem to get thicker at certain points in the middle.

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Second Reading: What does it mean?
Now that you have examined the map carefully, what inferences can you make? How do you interpret what you see? In other words, what might you say about the states or routes that go beyond what is explicitly shown on the map?

The Underground Railroad appears to be organized and established in several areas where the routes converge. This might be because once a safe route was discovered, word would spread and slaves from other parts of the country would head in that direction. On the other hand, the various diverging paths both at the beginning and end of the journey imply a widespread desperation to escape the bonds of slavery. Some slaves traveled outside the United States to be free.

Third Reading: How do you know?
Explain the connection between the details you notice and your interpretation of these details. How might you use the details in the map as textual evidence to support the ideas or inferences you have made?
Possible responses might include the following:
• The widespread distribution of routes throughout the slave states
• The extension of the routes into Canada
• The convergence of disparate routes into general paths
• Major rivers seem to trace escape routes.
• The evidence of sea routes suggests organized and funded effort.

Writing Prompt: Now that you have carefully examined the content of this map and come to conclusions about what it shows explicitly and what inferences you can make about the meaning, write a paragraph that makes a connection between this map and the passage written by Douglass about his point of view of slavery. Be sure to:
• Write a topic sentence that connects the two texts.
• Include textual details and explain how they support your connection.
• Write a conclusion that follows from your explanations.
Possible topic sentences:
• The sadness and anguish expressed in slave songs helps explain the existence of the Underground Railroad as a way to escape slavery.
• The number and variety of escape routes indicated in the map show how widespread the desire to escape slavery was.

ACTIVITY 2 (continued)

4 Second Reading: Next, have groups discuss what these explicit details mean. That is, what is implied by the details of the map? What inferences can students make about the details? How would they interpret what they see? This reading prepares students more explicitly for the third reading and the writing prompt.

5 Third Reading: For the third reading, be sure to have students explain the connection between what they see and what it means. In other words, how do they support their interpretations with the concrete textual evidence that they have noted in the map?

ELL Support
For students who need additional support with writing topic sentences, you may want to provide a sentence starter for the writing prompt; for example, “Both Frederick Douglass’s autobiography and the map of the Underground Railroad show that . . . ”

ASSESS
For the writing prompt, check that students have shown their understanding by making a connection between the details in a visual text and the inferences that can be made from those details. Students should also connect the visual text with some of the details in Douglass’s autobiography. Consider asking students to write this paragraph as a group effort.

ADAPT
You may want to assess by asking students to discuss connections to the Douglass piece and then having them write a paragraph of an objective summary only about the visual text.