

Instructional Materials Committee
CURRICULUM ADOPTION REQUEST

Text/Resource Requestor: Shari Conditt

Text/Resource Title: Narrative of the Life of Frederick Douglass

Author: Frederick Douglass

Publisher: Signet (It's part of an anthology called: The Classic Slave Narratives
Copyright Date: 1987

Intended Use:

School: Woodland High School

Department: Social Studies

Grade: 11th grade

Subject: AP US History

Number of Copies Needed: 50

This text is intended for use beginning (sy): 2015-2016

Approval Dates: (For District Use)

Principal or Dept. Head (name)

Date:

Instructional Material Committee

Date:

Board of Directors Approval

Date:

Evaluation:

Reading Level (CCSS Qualitative and Quantitative Measures): reading level: 8.6 Lexile: 1080L

1. What process did you use to evaluate the appropriateness and effectiveness of this text/resource? Close reading; Survey of colleagues who teach the APUSH course in various places across the country. I've used the source in an undergraduate and a graduate level course. When visiting University of Idaho and Washington State University this summer (2015) , both universities utilized the book in undergraduate history courses. I also consulted my colleagues in the WHS ELA Department and was told that an excerpt of the book is found in their Junior English text.

2. What other materials did you consider? I considered using the film *12 Years a Slave* as well as *Incidents in the Life of a Slave Girl* by Harriet Jacobs

3. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher’s guide, workbooks, etc.) Of the slave narratives, Frederick Douglass’ narrative is perhaps the most popularly read and of the slave narrative author’s he is likely the most known. I also felt it was important for students to engage in a primary text source instead of a non text source.

4. How does this material fit the student's learning objectives for the subject area?

- a. Students will closely read and analyze a literary text.
- b. Students will compare diverse perspectives in diverse sources in order to draw conclusions regarding one or more historical events.
- c. Students will evaluate the reliability, usefulness and limitations of a primary source in answering particular historical questions.

5. How does this material ensure continuity with the District’s overall program?

We continue to encourage our students to read and analyze diverse literary text. The APUSH course, due to adjustments made in scope and sequence, has a unique opportunity to provide students with rich lesson/topic study on the experience of slavery. Using this text would allow our students to work with a different type of primary source (longer than an excerpt) and would allow our students to evaluate the text for a variety of purposes.

6. Will this material be the basic text or will it supplement the basic text? If it is supplementary,

what is your basic text? This text is supplementary. We currently use *The American Pageant* by Kennedy and Cohen. This is the standard APUSH text used across the country. *Narrative of the Life of Frederick Douglass* would provide students with another text to read and analyze when studying antebellum America.

Bias Content	Excellent	Good	Fair	Poor	N/A
Presents more than one view point of controversial issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Presents minorities realistically.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes contributions of minority authors.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents non-stereotypic models.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates the sharing of cultural differences.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes the positive nature of differences.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Includes the contributions, inventions, or discoveries of minorities.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Includes the contributions, inventions, or discoveries of women.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presents minorities in a manner that promotes ethnic pride.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates an environment open to discovery and experimentation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>