

Courting Liberty Lesson Plan

Lesson Name

Black and White Equality or Lack Thereof: Frederick Douglass: *What to the Slave is the Fourth of July?*

Author(s)

Logan Porter

Grades

11th

Subject

U. S. History

Topic

Abolitionism, Primary Source Research

Overview/Summary:

Students will read and report of the main idea of Frederick Douglass's work: *What to the Slave is the Fourth of July?* The students will research the oppression of African American's, both free and enslaved during the Antebellum Period of the United States.

Unit Name

Slavery and Abolitionism

Estimated Time Needed for Lesson

90 minutes

State/Common Core Standard, Grade Level & Description

<i>Standard Number</i>	<i>Detailed description of each standard.</i>
SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.	<ul style="list-style-type: none"> a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke e. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.

NCSS Theme

Description

<i>Theme Number</i>	<i>Detailed description of each NCSS theme</i>
1 Culture	Examines the socially transmitted beliefs, values, institutions, behaviors, traditions, and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods.
2. Time, Continuity, and Change	Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.

4. Individuals Development and Identity	Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

The Cultural Approach Category	Description
<i>Category</i>	<i>Detailed description of each Category that is a focus of this lesson.</i>
Social	What role would African Americans face should slavery be abolished and how do they achieve those goals.
Intellectual	How would African Americans cope with education and equal opportunities to help better their lives and families, should they be emancipated.
Political	With the creation of the Compromise of 1850. How did this affect the lives of both free African Americans and enslaved people?
Economic	Douglass is outlining a plan for the future in which African Americans would be free and equal to whites. How does this equality affect the work force?

Handouts/Materials/Textbook Pages/Web Links

List all of the materials in the lesson. List pages in textbooks and online links.

11th Grade:

- A copy of Frederick Douglass’s *What to the Slave is the Fourth of July?*

<https://www.youtube.com/watch?v=8tTkHJWxfP0>

Image	Description	Citation	URL
	<p>Photograph of Frederick Douglass</p>	<p>Image Credit: Collection of the New-York Historical Society</p>	<p>http://www.pbs.org/wgbh/aia/part4/4p1539.html</p>
<p>James Earl Jones Reads Frederick Douglass</p>	<p>James Earl Jones Reads <i>What to the Slave is the Fourth of July</i></p>	<p>http://rinf.com/alt-news/newswire/what-to-the-slave-is-4th-of-july-james-earl-jones-reads-frederick-douglass-historic-speech/</p>	<p>https://www.youtube.com/watch?v=8tTkHJWxfP0</p>

Guiding Questions

What should students know or understand at the completion of the unit or lesson?

All Grade Levels:

- Are people equal? Why or why not? Cite examples.
- What issues can hamper a person’s grasp for equality?

Additional Questions:

- Why does Frederick Douglass deliver this speech?
- Is this the correct position for Douglass to take considering the time in which he lived and the direction the country was moving?
- What other Abolitionist leaders followed Douglass’s example? Were they successful?

Indicators of Achievement

List all of the important indicators of achievement (important people, places, and events) and vocabulary that students will need to know at the conclusion of the lesson.

- Successfully read and comprehend primary sources.
- Participate in group discussion using evidence gained from primary sources.
- Successfully apply knowledge gained from primary sources.

Assessment Strategies

Describe the assessments that will be used during the unit.

Students will be able to apply the concepts and methods of Frederick Douglass and defend their position by citing sources.

Teaching Strategies

5 min	Students will listen to James Earl Jones read Frederick Douglas	30 min	Primary Sources and Secondary sources Analysis – Position.	30 min	Consensus Building
5 min	Organization of Teams and Groups	10-15 min	Development Position Sharing	10 min	Conclusion/Summary
		<i>Describe all of the teaching strategies that you will be using in this lesson. In the squares calculate the percentage of the lesson that the strategy will take. For example in an hour lesson, the lecture should take no more than 25% (15 min) of the lesson.</i>			

Sparking Strategy/Warm-Up

<i>Sparking Strategy (Lesson introduction)</i>
Students will listen to James Earl Jones read Frederick Douglass’s Speech, <i>What to the Slave is the Fourth of July?</i> A short discussion will follow having students share their thoughts and ideas.

Lesson Procedures

<i>In a numerical list provide a step by step outline of the lesson. Include questions you will ask the students and material you will use.</i>
Outline (Steps also clarified in Guide Sheet)
Outline (Steps also clarified in Guide Sheet)
<ol style="list-style-type: none"> 1. Opening Activity with Jones’ reading and discussion. 2. Analyze primary source from Douglass. Gather facts and meaning. 3. Summarize and Discuss student findings.

Differentiation

Think about students' skill levels, intelligences, and learning styles.

Students have the ability to develop a presentation of their findings as they desire: speech, power point, podcast.

Students who have trouble with analyzing primary sources will have real figures to research and sources to access to allow for further development of analyzing skills.

Summarizing Strategies/Synthesizing Activity

The strategies to allow students to summarize what they learned in the lesson.

Vocal discussion at the end of class, presentation of findings through poster, power point/Prezi, or podcast.

Evaluation

- Role play application of theories discussed.
- Presentation of material from students on personal discoveries.

Citations (as needed)

National Archives Document Analysis Form –

<http://www.archives.gov/education/lessons/worksheets/document.html>

Library of Congress – www.loc.gov

<http://www.pbs.org/wgbh/aia/part4/4h2927.html>

<https://www.youtube.com/watch?v=8tTkHJWxfP0>