



## **Frederick's Journey: The Life of Frederick Douglass**

**By Doreen Rappaport**

### **NOTES TO 4th GRADE TEACHERS:**

Please complete the Teacher Activity with your class prior to the volunteer's visit. Since the volunteers only have 30 minutes with your class, it's important to build the background knowledge needed for listening comprehension.

### **Lesson Objectives:**

At the end of this lesson the students will be able to discuss the essential questions, define and synthesize the vocabulary important to the theme of slavery and the path to freedom.

### **Essential Questions:**

1. What is Courage?
2. What is Kindness?
3. Why does Kindness matter?
4. What can I learn from the text that can help me be a better citizen?

### **Comprehension Strategy: (Synthesizing)**

Synthesis take place when readers thinking changes. Their thinking evolves. They infer meanings beyond the story line. They recognize themes.

## **Teacher Activity (Prior to the Volunteer's Visit):**

### **Discussion:**

Provide background information about Slavery, the Civil War, and the Underground Railroad.

### **Vocabulary:**

Note to teachers on updating vocabulary: Since the story Frederick's Journey uses the words slave and master, we necessarily must define these words for the students. Using the terms enslaved and enslaver are subtle but powerful ways of affirming that slavery was forced upon that person, rather than an inherent condition.

Enslaved vs. Slave: Today, most historians speak of "enslaved people" instead of "slaves." This language separates a person's identity from his/her circumstance.

Enslaver vs. Owner/Master: The usage of "owner" or "master" empowers the enslaver and dehumanizes the enslaved person, reducing him/her to a commodity rather than a person who has had slavery imposed upon him or her.

We think it's important for us to be open to updating our word usage.

1. Slavery
  - a. The ownership of a person as property, especially in regards to their labor. Slavery typically involves compulsory work with the slave's location of work and residence dictated by the party that holds them in bondage. Enslavement is the placement of a person into slavery.
2. Slave / Enslaved
  - a. A person who is forced to work for and obey another and is considered their property.
3. Master / Enslaver
  - a. The person who enslaves a human being.
4. Civil War - The war between the North and South in the United States.
  - a. This war was fought over the moral issue of slavery, the economics of slavery, and political control of that system was central to the conflict.
5. Emancipation Proclamation (freed the slaves / enslaved)
  - a. During the civil war, on September 22, 1862, President Abraham Lincoln issued the preliminary Emancipation Proclamation, which declared that as of January 1, 1863, all enslaved people in the states currently engaged

in rebellion against the Union “shall be then, thenceforward, and forever be free.”

- b. The Emancipation Proclamation paved the way for the permanent abolition of slavery in the United States. They began working to enact a Constitutional amendment abolishing slavery. By the end of January 1865, both houses of Congress had passed the 13<sup>th</sup> Amendment and it was ratified that December.
- c. The 14<sup>th</sup> Amendment to the Constitution guaranteed citizenship of Black men
  - a. The 15<sup>th</sup> Amendment to the Constitution gave Black men the right to vote in 1870
    - i. 50 years later in 1920 white women got the right to vote
    - ii. 45 years after white women got the right to vote, the Voting Rights Act of 1965 was passed, at which time Black men and women were finally allowed equal access to voting as white people

**Teacher Discussion:**

1. Discuss what courage is and identify traits that show courage.
2. Discuss what kindness is and identify situations when students have been kind or seen kindness.
3. Discuss the question: Why does kindness matter?
4. Discuss the character traits of a hero.
5. Record responses on chart paper.

**Teacher Activity (Day of the Volunteer’s visit):**

**Setting the Purpose:**

1. Tell the students that they will be listening to the story “Frederick’s Journey: The life of Frederick Douglass” by Doreen Rappaport. As they listen to the story they should be thinking about courage and kindness. Explain that at the end of the story they will be having a discussion and will need to support their response from evidence from the text.
2. Review what courage and kindness are and then identify the traits that show each. Display the responses on the chart paper.

### Volunteer Activity:

Explain to the listeners that the book is a narrative of actual events that took place in the U.S. in the 1800s. Show the picture of Frederick Douglass below. Read the book *Frederick's Journey* all the way through (without stopping) so that the students get the flow of the story.

1. Who raised Frederick as a child? (Answer: His grandmother)
2. Who taught Frederick to read? (Answer: Sophia Auld, his new enslaver that he was gifted to)
3. Where did Frederick escape the U.S. to? (Answer: Great Britain and Ireland)
4. What was the name of the newspaper he started? (Answer: The North Star)
5. How much was paid for Frederick's freedom? (Answer: \$710.96)
6. Who showed kindness in this story?
7. Who showed courage in this story?
8. What could I learn from the text to be a better citizen?

