

Lesson Title: Frederick Douglas- Slave, Abolitionist, Free man, Leader of the African American movement.

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Teaching Traditional American History Program

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Lesson Overview: This is basic information including the background of one of the famous American leaders who spent his life time for the betterment of the African American people and for also many diverse issues. The background information will include the Douglas Chronology and the many accomplishments of his life.

Objectives: After completing this lesson the students will be able to:

- > Identify with this great American and the many hardships he endured to become an American Icon.
- > Explain the slavery laws from one a slave state to a free state
- > Be able to relate with power of the pen and how a great orator can effect the public.
- > Evaluate the arguments of slavery and why there had to be a war to resolve it.

Material: The following materials will be needed for the this lesson:

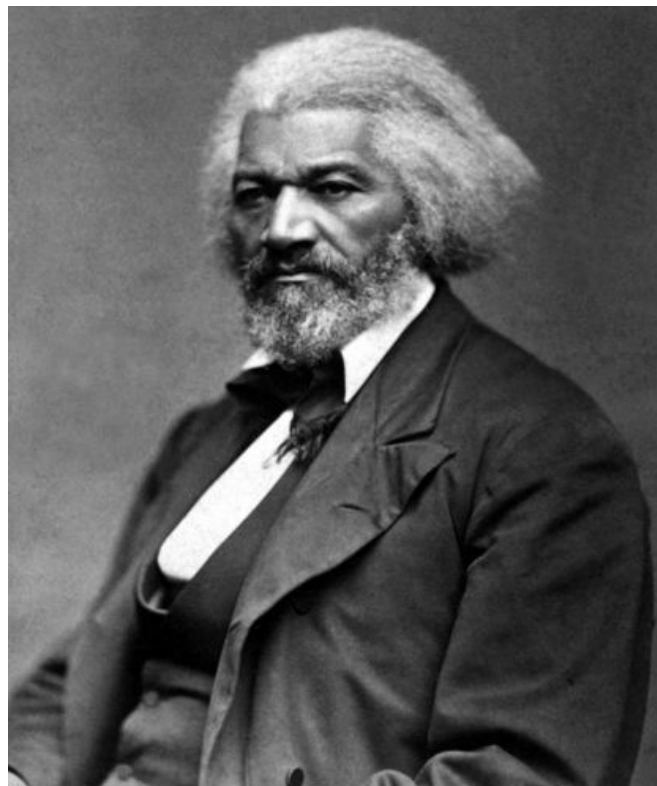
- > Background information (see attached)
- > A Douglas Chronology (see attached)
- > A dictionary to be able to look up any words the students do not understand.
- > A map indicating the slave states and the free states in 1861

Class time: Approximately 51 minutes or 1 hour session.

Teaching Input: The following steps are suggested of this lesson.

- 1) Supply a map of 1860, indicating the slave states and the free states.
- 2) The students must be familiar with the Emancipation Proclamation.
- 3) Reading assignments with background information.
- 4) The Douglas Chronology to better understand the sequence that he endured throughout his life.
- 5) The lesson plan should be done with the chapter on the Civil War, this will help the students understand the courage of rebellious slave.

Activities: Upon completion of this lesson the students should be able to write a essay, or a power point on the life of Frederick Douglas. It should entail how his rise to prominence led to the freedom of the many people he fought for. Upon completion the Douglas name should be identified with the great American's of his time.



Attachment: History of Frederick Douglas (1817-1895)

Born in Talbot County Maryland, he was born a slave, his mother was forced to leave him as a child and he did not know his father. He was a house servant at the age of eight and there with the help of mistress learned the basics of reading and writing. He later became self educated. Upon the death of his master he was sent to the country to work as a field hand. During his time in the South he was severely flogged for his resistance to slavery. In his early teens he began to teach in a Sunday school which was later forcibly shut down by hostile whites. After an unsuccessful attempt to escape from slavery, he succeeded in making his way to New York disguised as a sailor in 1838. He found work as a day laborer in New Bedford Massachusetts, and so impressed his constituents he became an agent.

Douglas quickly became a nationally recognized figure among abolitionists. In 1845 he bravely published his *Narrative of the Life of Frederick Douglass* which related to experiences as a slave, revealed his fugitive status and further exposed him to reenslavement. He was still considered a run away slave and the state would not protect him because he had no freedom papers. In the same year he traveled to England and Ireland to push the fate of the slaves in America. Speaking on slavery, he acquired enough funds to purchase his freedom. Upon returning to America he founded a paper the North Star. In the tense years before the Civil War the State of Virginia swore out a warrant for his arrest and he fled to Canada.

Douglas returned to the United States (that really weren't united) before the Civil War and met with President Abraham Lincoln. He helped in the formation of two Negro Regiments of Massachusetts. He argued with Lincoln about the wording of the Emancipation, but Lincoln, being a great politician worded it to get support. As you will notice the Emancipation did not free all slaves.

After the war, Douglas wore many hats with his focus of freedom and fairness to all. The Chronology will give details of his accomplishments.

Attachment: The Douglas Chronology

1818- Born in Maryland, exact date unknown: his mother a slave, his father is white, perhaps the owner: named Frederick Augustus Washington Bailey.

1826- Sent to Baltimore as a house servant, his owners wife started to teach him how to read and write. The owner threatened to send him away if he continued to be educated. He felt there was no keeping an educated slave, that knowledge is freedom, Frederick teaches himself in secret.

1833-34- Is moved to a nearby plantation and deemed unmanageable: is hired out to a slave breaker who starves and whips him- which is fuel for his freedom.

1836- Attempted escape failed: whipped severely, then escapes again to New York City: Anna Murray (born free of former slaves) was his wife for 44 years. He adopts the Douglas surname from Sir Walters Scott's poem "Lady of the Lake".

1841-1847- Became active in the abolitionist movement: he lectured around the free country and published *Narrative of the life of Frederick Douglas*. He leaves a once to escape slave hunter to Europe. There he lectures to many associations and earns enough to buy his freedom. The Irish home rule "the cause of the poor, no matter if black or white" England friends will buy their freedom. He returns to the United States in 1847.

1847-59- Launches newspaper the North Star. And in 55 published *My Bondage and My Freedom*, he opposed John Brown raid but because of his association with Brown he fled to Canada. The John Brown raid at Harper Ferry should be discussed to better understand the passion of abolitionist.

1863- Published *Man of Color, to Arms:* and served as Lincoln adviser.

1872-1881- Frederick and Anna moved to Washington and moves into a house at Cedar Hill which broke the whites only barrier in that area. He became Marshall of the District of Columbia from 1877 until 1881.

1882- Anna dies and he marries Helen Pitts (white lady who had worked for him) The family and associates did not approve of the this union. But it was Helen Pitts money that allowed his legacy to carry on what it is today.

1889- On 26th anniversary of Emancipation he denounces the government for abandoning African American. He is appointed Minister of Haiti.

1895- February 20 he died at Cedar Hill- nationally mourned and acclaimed as gifted orator and champion of the oppressed.

Questions for review: When the teacher goes over the chronology, the student discuss the virtues of what he accomplished in the face of being a black man in the United States at that time period.

Closure: The students will be asked to write an essay on this quote by

Frederick Douglas- The essay must bring events in his life that would also relate to every ones life and their struggles in life.

Quote “TO THOSE WHO HAVE SUFFERED IN SLAVERY I CAN SAY, I, TOO, HAVE SUFFERED...TO THOSE WHO HAVE BATTLED FOR LIBERTY, BROTHERHOOD, AND CITIZENSHIP I CAN SAY, I, TOO HAVE BATTLED.”

Scoring: The students will be assessed by their participation in the discussion. They will be responsible for a one page essay on the quote mentioned above on how it relates to Douglas and the many other people who have fought and are fighting for the same thing.

The essays will vary and grading should be done measuring effort, logic and accuracy. The teacher point system will be based on previous assignments of this nature.

References Used:

http://www.gale.com/free_resources/bhm/bio/douglas_f.htm

<http://www.pbs.org/wgbh/aia/part4/4p1539.html>

Nation Park Service- Department of the Interior

National Historical Site- Washington, D.C.