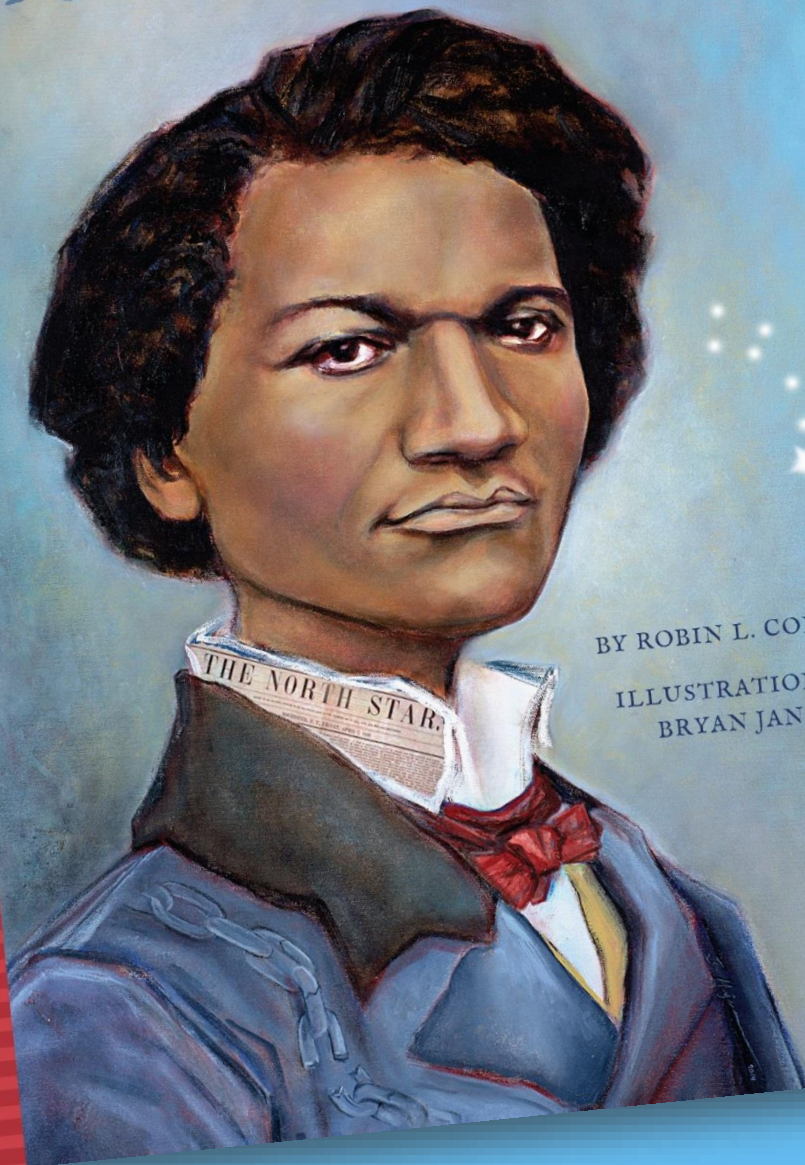


ALL ABOUT
Frederick Douglass



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Teacher's Guide

Including Common Core Standards, Sample Questions, and Activities

All About Frederick Douglass

Common Core Literacy Scaffolding Questions

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Note to teachers and parents: The standards listed here are taken from the Common Core Standards: *Grades 6-12, Literacy in History/Social Studies, Science, & Technical Subjects* from the subset standards for grades 6-8. The standards listed here are 6-8.1-6.8-10. These Common Core Standards can be viewed in greater detail at this website: <http://www.corestandards.org/ELA-Literacy/RH/6-8/>

Some states have decided not to adopt the Common Core standards, but the new state standards are uniformly similar. Teachers who choose to use these questions in a state that has not adopted Common Core standards are encouraged to apply their own state standards to these questions. Teachers who choose to use these questions for grades other than 6-8 can find all of the Common Core standards at: <http://www.corestandards.org/ELA-Literacy/>.

Teachers, please note that these questions are designed only to provide a very basic literacy scaffold and to provide examples. There is plenty of room for you to add your creativity and use your expertise to develop “why” questions and to help students make connections to other texts.

The questions below should be answered using a complete sentence and with textual evidence from the reading. The questions for the Preface are answered as examples.

Preface

1. What role did Douglass and his ideas play in politics?

Example: Frederick Douglass spent much of his life advising politicians on how to end slavery, he “advised eight American presidents from Abraham Lincoln to Benjamin Harrison” and he “worked to promote the rights of all oppressed groups, especially women.”

Chapter One

Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.3, CCSS.ELA-Literacy.RH.6-8.5,

1. Describe Frederick Douglass’s relationship with his brothers and sisters.
2. What was Frederick Douglass’s daily life as a slave like?
3. What did Frederick Douglass remember about his mother?

Chapter Two

Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.4

1. What surprised Frederick Douglass about Baltimore?
2. Compare the way in which Mrs. Auld and Mr. Auld treated Frederick Douglass.
3. How did Frederick Douglass learn to read and what was Mr. Auld’s reaction to this?

Chapter Three

Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.3

1. What types of speeches did Douglass read that inspired him?
2. What was Frederick Douglass’ religious belief regarding slavery?
3. If Frederick Douglass was going to escape slavery, what skill did he need to acquire?

Chapter Four

Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.3, CCSS.ELA-Literacy.RH.6-8.5

1. What happened to Frederick Douglass' free African American friends at the Methodist meetings?
2. Why was Frederick Douglass sent to Edward Covey?
3. How did Frederick Douglass make Covey stop beating him?

Chapter Five

Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.3

1. What was the deal offered to Frederick Douglass by Hugh Auld?
2. How did the white laborers treat Frederick Douglass and what kind of help did Douglass receive from the law?
3. Who was Anna Murray and what was Frederick Douglass' relationship to her?
4. What working arrangement did Frederick Douglass establish with Hugh Auld?

Chapter Six

Standards: CCSS.ELA-Literacy.RH.6-8.6, CCSS.ELA-Literacy.RH.6-8.8

1. What kinds of racial prejudice did Frederick Douglass encounter in Massachusetts?
2. What are some examples of kindness from whites that Frederick Douglass experienced?
3. What was Frederick Douglass' response to *The Liberator*?
4. How did Frederick Douglass come to write the story of his own life?

Chapter Seven

Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.3

1. After 1847, how had Frederick Douglass' American status changed?
2. What was the name and purpose of Frederick Douglass' newspaper?
3. What was Frederick Douglass' opinion about slavery and the Constitution?

4. What was the July 5, 1852 speech about and what was its title?

Chapter Eight

Standards: CCSS.ELA-Literacy.RH.6-8.6, CCSS.ELA-Literacy.RH.6-8.8

1. What was special about Frederick Douglass' daughter Rosetta?
2. What was Frederick Douglass' role in the Underground Railroad?
3. What was Rosetta's experience at the Tracy Seminary School like?
4. What case did Frederick Douglass bring before the Board of Education and what was the result?

Chapter Nine

Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.6

1. What was the name of Frederick Douglass' second autobiography and when was it published?
2. What did the Supreme Court decide in the 1857 Dred Scott case?
3. What did John Brown do in 1859?
4. Why did Frederick Douglass leave the country and why did he later return?

Chapter Ten

Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.3

1. What role did Frederick Douglas play during the Civil War?
2. Describe the 1863 meeting between Frederick Douglass and Abraham Lincoln.
3. What was the 13th Amendment and when was it approved?
4. What did Frederick Douglass speak about at the National Loyalist's Convention in Philadelphia?

Chapter Eleven

Standards: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.

1. What were some of the honors that Frederick Douglass received?
2. What was the title of Frederick Douglass' third autobiography and when was it published?

3. How did the book sell, and what did this indicate?
4. What did the Supreme Court declare in October of 1883 and what was Frederick Douglass' response?

Chapter Twelve

Standards: CCSS.ELA-Literacy.RH.6-8.6, CCSS.ELA-Literacy.RH.6-8.8

1. Who was Frederick Douglass' second wife and why was the marriage controversial
2. What party and person did Frederick Douglass support in the 1888 presidential election?
3. What position did President Benjamin Harrison appoint Frederick Douglass to?
4. What causes did Frederick Douglass speak out on behalf of late in his life?

Text and Visual Analysis Questions:

Standards: CCSS.ELA-Literacy.RH.6-8.4.

Activity Directions: You are going to teach a literacy lesson about Frederick Douglass to a group of second graders. "Translate" the following passages from *All About Frederick Douglass* to present to these students. Use the book to provide context of understanding for each situation, then simplify the language of each passage while keeping the essential meaning. Use a dictionary, thesaurus, or online resource to help with the words.

From Chapter Two

After experiencing for the first time the grand view of the Maryland capitol's great dome in Annapolis, Frederick reached his destination and was delivered to the home of Hugh and Sophia Keithly Auld in Baltimore's shipping district, Fells Points. The first sight of Baltimore proved a great shock to the country boy, who at about eight years old had never seen dwellings by the row, well-dressed people strolling the streets, and perhaps his biggest surprise of all, that most of the people, African-American included, wore shoes. (p. 10).

From Chapter Nine

The book [*My Bondage, My Freedom*] motivated even more people to question Douglass about what it had been like to be a slave. Like they had with the first autobiography, family members of his former masters in Maryland claimed his descriptions of slavery were untrue (pp.70-71).

Excerpts from Frederick Douglass's speech: *The Hypocrisy of American Slavery*.

Background: Frederick Douglass delivered this speech at Rochester, New York in the year 1852 as a part of Rochester's Fourth of July celebrations.

1. Fellow citizens, pardon me, and allow me to ask, why am I called upon to speak here today? What have I or those I represent to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? And am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits, and express devout gratitude for the blessings resulting from your independence to us?

In this introduction to his speech, Frederick Douglass is making which point?

- A. That slaves should be considered Americans too.
 - B. That because African-Americans were not considered equal, they had nothing to celebrate about American independence.
 - C. That African-Americans should express "devout gratitude" for the American independence.
-
2. What to the American slave is your Fourth of July? I answer, a day that reveals to him more than all other days of the year, the gross injustice and cruelty to which he is the constant victim. To him your celebration is a sham; your boasted liberty an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless... There is not a national of the earth guilty of practices more shocking and bloody than are the people of these United States at this very hour.

The intent of this section was likely:

- A. To make the listeners aware of the hypocrisy of celebrating freedom when so many were enslaved
- B. To make the listeners vote for anti-slavery candidates

C. To make the listeners want to stop celebrating the Fourth of July entirely

Essay

Standards: CCSS.ELA-Literacy.RH.6-8.2, CCSS.ELA-Literacy.RH.6-8.9, CCSS.ELA-Literacy.RH.6-8.8

Compare and contrast one of the two speech excerpts above with the quote below from Dr. Martin Luther King's *I Have a Dream* speech. What is the difference in tone between Douglass and Dr. King? What is different about the time period between Douglass and King? What similarities exist between the two excerpts? Are the excerpts primary or secondary sources? Include textual evidence from each excerpt in your answer.

Five score years ago, a great American [Abraham Lincoln], in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But one hundred years later, the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

—1963

All About Frederick Douglass Word Search

B	A	I	L	E	Y	D	O	U	G	L	A	S	S	R
A	U	T	O	B	I	O	G	R	A	P	H	Y	J	M
E	R	O	T	A	R	O	M	A	R	S	H	A	L	R
W	L	L	C	O	E	S	H	I	P	Y	A	R	D	A
L	V	J	K	V	I	V	F	R	E	E	D	O	M	F
E	P	F	A	L	I	B	E	R	A	T	O	R	T	R
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A	B	O	L	I	T	I	O	N	F	R	J	E	R	K
C	E	R	O	N	O	R	T	H	S	T	A	R	Q	W
N	O	I	T	A	T	N	A	L	P	R	R	E	A	D

ABOLITION

AUTOBIOGRAPHY

BAILEY

CIVIL WAR

CONFEDERACY

CONSTITUTION

DOUGLASS

EMANCIPATION

FARM

FREDERICK

FREEDOM

LECTURE

LIBERATOR

MANUMISSION

MARSHAL

NARRATIVE

NORTH STAR

ORATOR

PLANTATION

READ

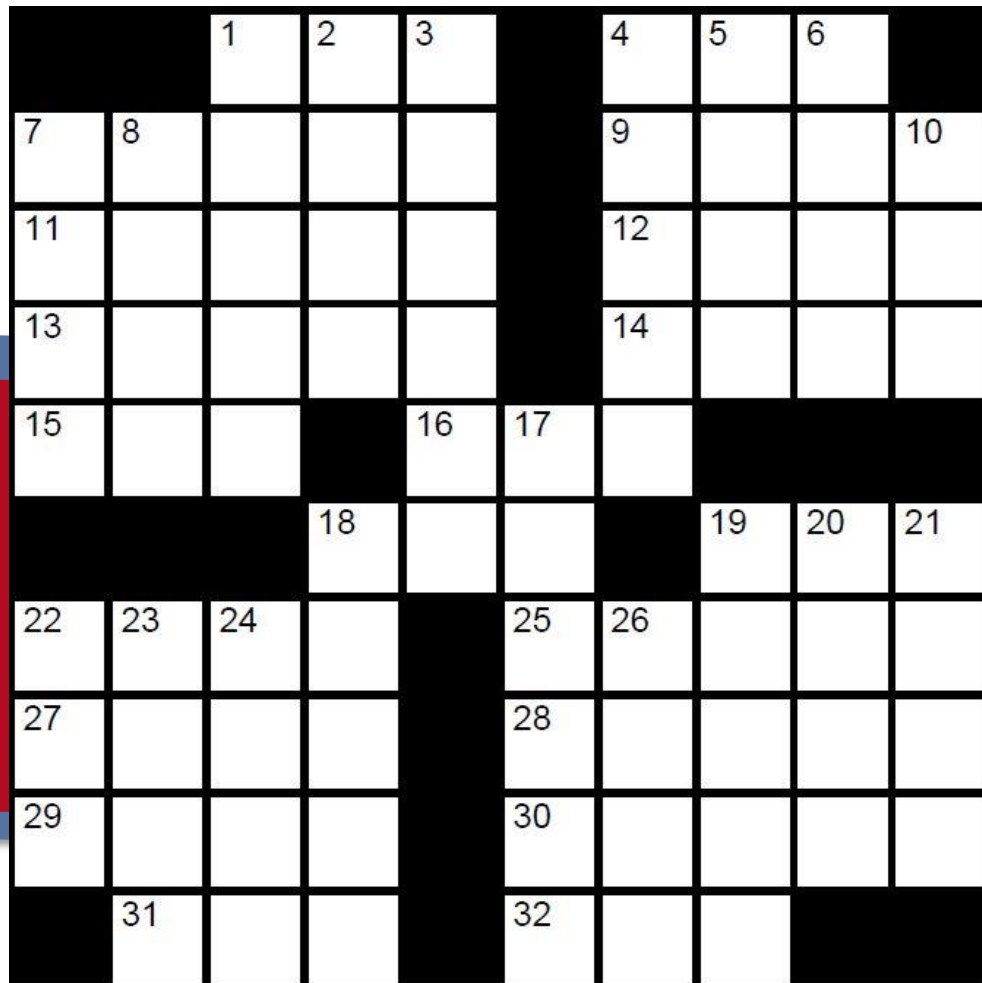
SHIPYARD

SLAVE

UNION

WRITE

All About Frederick Douglass Crossword

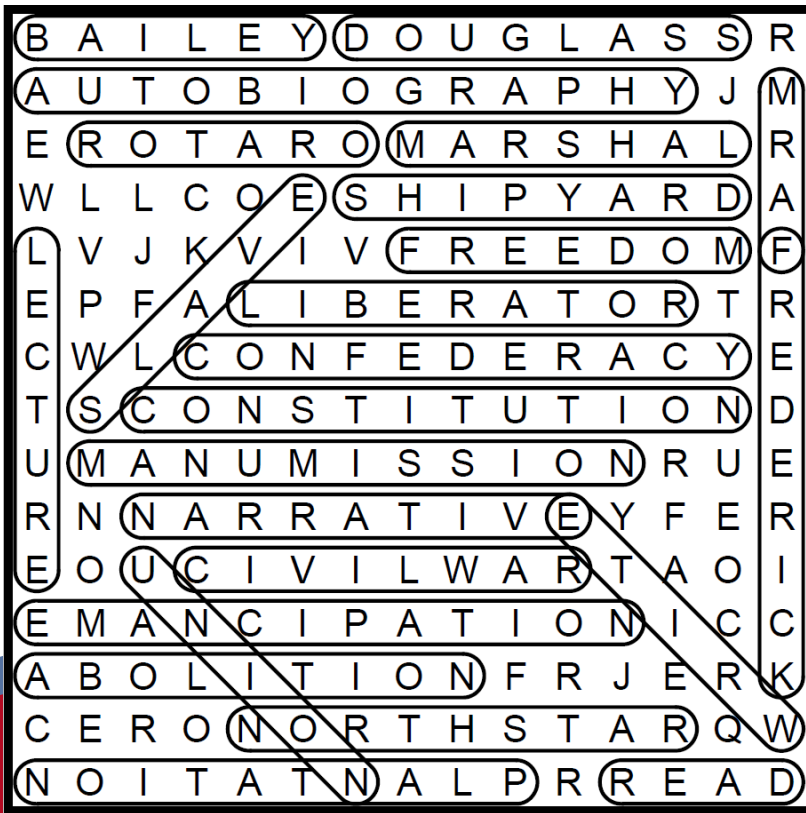


Across

1. Maryland city where Frederick worked for the Auld family (Abbreviation)
4. Tearful, like Frederick's mother when she left him
7. With #30Across: residence where Douglass visited U.S. Presidents
9. Plantation weaving machine
11. Traveling train hoppers; people without homes
12. Douglass' first wife
13. Sounds of distress from being whipped
14. Make a sharp turn in changing direction
15. Rochester, NY-to-Washington, DC; direction opposite of NNW
16. Female sheep on a farm and mate of 19-Across
18. Opposite of SSW on a compass
19. Male sheep and mate of 16-Across
22. Plantation grain storage structure
25. Perceived stature or mirror reflection
27. Smell of an unclean barn
28. One who's doomed; "Oh he's a _____!"
29. Hen's home; Bird's home
30. Douglass' Cedar Hill, for example
31. Fireplace remains
32. Kitchen measurement (Abbreviation)

Down

1. Religious book that Frederick learned to read
2. Way up high
3. Ease up; decrease
4. Underground Railroad "passenger"; what Frederick was born as
5. First-rate, top-notch
6. Completed; finished
7. Frederick's questions about what was happening to him
8. Plantation garden tools
10. Abraham Lincoln's presidential inauguration month abbreviation
17. Measured by scales
18. Douglass' first newspaper: *The ____ Star*
19. "The mouse ____ the clock..." (2 words)
20. Memorable historic times
21. Barely sufficient
22. Charles or Lewis, to Frederick
23. Douglass' flash of inspiration
24. Civil War defeat
26. Cow sounds



All About Frederick Douglass Answer Key

