

Cobblestone™

CELEBRATING CITIZENSHIP

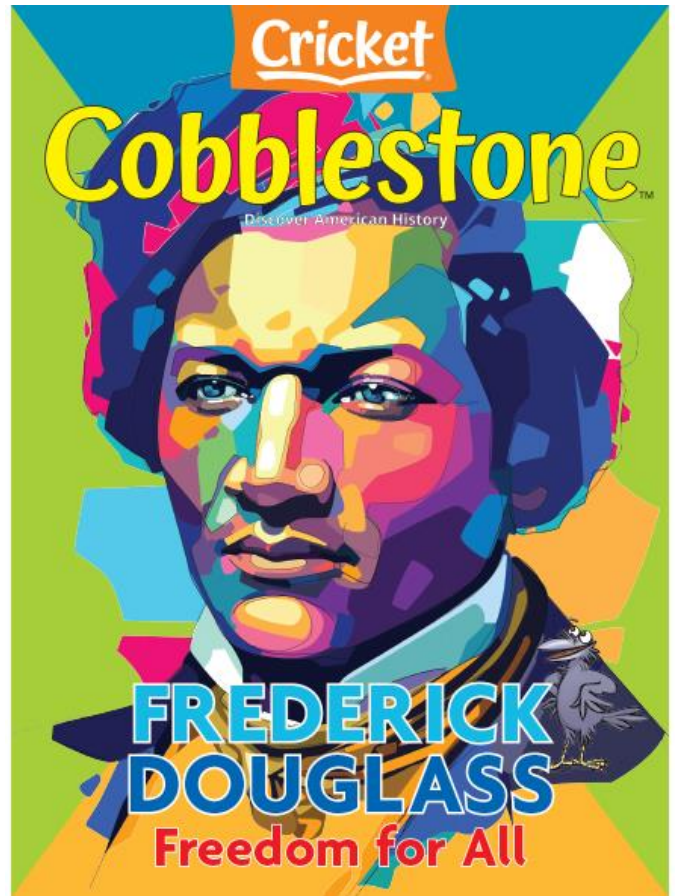
Use the articles, lessons, and activities in this Teacher Guide to help students learn about Frederick Douglass and his contribution to equal rights for African Americans.

CONVERSATION QUESTION

How did Frederick Douglass help to advance the cause of equal rights for African Americans?

TEACHING OBJECTIVES

- Students will compare and contrast the issues around women's rights and African American rights.
- Students will explore the relationship between the women's suffrage movement and the struggle for African American rights.
- Students will participate in a debate.
- Students will learn about the different methods Douglass used to inform and persuade the public about his cause.
- Students will research modern methods for publicizing and persuading an audience with Douglass's methods.
- Students will create a mini-newspaper or webpage.
- Students will analyze the perspectives of John Brown and Frederick Douglass on slavery.
- Students will compare and contrast Brown's and Douglass's positions in society based on their color.
- Students will write and perform a short skit.
- Students will use a comparison chart.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

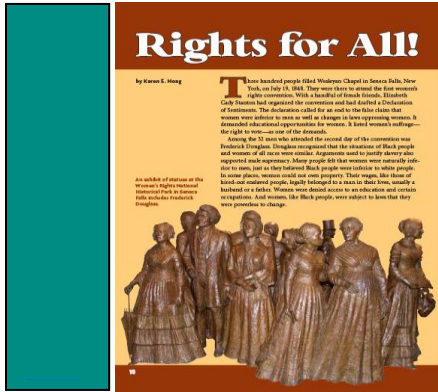
SELECTIONS

- **Rights for All**
Expository Nonfiction
- **Finding the Words**
Expository Nonfiction
- **A Dangerous Plan**
Expository Nonfiction

Rights for All

pp. 18–21, Expository Nonfiction

Use this article about women’s suffrage to learn about how Frederick Douglass supported women’s rights.



ENGAGE

Conversation Question: How did Frederick Douglass help to advance the cause of equal rights for African Americans?

Ask students what they know about voting rights. Have African Americans and women always had the right to vote, just like white men? If not, do they have any idea when they did gain the right to vote? What did these two groups have in common? Why do they think these groups were denied the right to vote?

INTRODUCE VOCABULARY

Review each word and its definition with students. Then ask for students to volunteer in pairs, with each pair taking one vocabulary word without revealing it to the class. Give the pairs time to create a silent skit that will show the meaning of the word. Each pair will perform their word in front of the class, and the class will guess what the word is.

RESOURCES

- Compare and Contrast

OBJECTIVES

- Students will compare and contrast the issues around women’s rights and African American rights.
- Students will explore the relationship between the women’s suffrage movement and the struggle for African American rights.
- Students will participate in a debate.
- Students will complete a comparison chart.

KEY VOCABULARY

- **suffrage** (p. 18) the right to vote in political elections
- **abolish** (p. 19) to put an end to something, such as an organization, rule, or custom
- **ratify** (p. 20) to officially approve by signing or voting for a particular law

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. Why was it important for African Americans and women to be able to vote?
2. What did these two groups have in common? What attitudes did they fight against as to whether they should be allowed to vote?
3. What was Douglass’s opinion about women’s suffrage?
4. Why did the title of Douglass’s newspaper—“Right is of no sex - Truth is of no color”—say about his opinion of who should achieve suffrage?

CONCEPT/SKILL FOCUS: Compare and Contrast

INSTRUCT: Explain to students that this article describes how women’s suffrage and suffrage for African Americans were similar or different. Have students think of specific examples, then work in pairs to fill in the *Compare and Contrast* graphic organizer comparing the specific examples from the article.

ASSESS: Have students compare their organizer with the rest of the class and discuss any differences, especially the examples given.

EXTEND

Social Studies: Have students divide into two groups, one representing women’s suffrage and the other African American suffrage. Have them debate whether it was more important for women or African Americans to achieve suffrage. Further discuss the importance of ALL citizens being allowed to vote.

Compare and Contrast

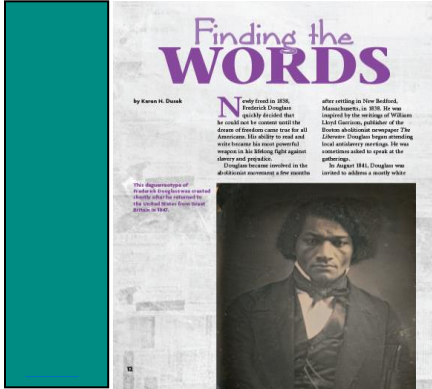
Understanding how two events are similar or different can help to understand what was happening in the history of the United States at that time. Achieving suffrage was a huge issue for both women and African Americans, and their struggles were taking place at the same time. In the organizer below, the left column lists issues that each group faced in achieving suffrage. In the right two columns, give examples from the article of how it was important to each group.

ISSUE	WOMEN	AFRICAN AMERICANS
Not having the ability to vote on laws that are important to them.		
Not being able to control what they could and could not do in their lives.		
Not being able to get a good education.		

Finding the Words

pp. 12–16, Expository Nonfiction

Use this article about how Frederick Douglass argued for African American equal rights to give students an opportunity to understand the different ways to advocate for a cause.



OBJECTIVES

- Students will learn about the different methods Douglass used to inform and persuade the public about his cause.
- Students will research modern methods for publicizing and persuading an audience with Douglass's methods.
- Students will create a mini-newspaper or web page.

KEY VOCABULARY

- **abolitionist (p. 12)** a person who supports the end of a practice or institution they find intolerable or unacceptable, such as slavery
- **prejudice (p. 12)** preconceived opinions that are not based on reason or actual experience
- **circulation (p. 15)** the ability to spread information from one person to another, such as by a newspaper or magazine

ENGAGE

Conversation Question: How did Frederick Douglass help to advance the cause of equal rights for African Americans?

Ask students to think about how they receive information, such as online, by social media, or through newspapers, books, or television. Then discuss how Frederick Douglass shared his experiences as a slave and the need for equal rights for African Americans. What were his options for sharing information? Do they think he was successful? Why or why not?

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then divide the class into groups of three and have them create a word-search puzzle using at least ten words, using not only the vocabulary words, but also words from the definition itself. Then have groups exchange puzzles and complete them.

READ & DISCUSS

Have students answer these questions after reading the article.

1. Why did Douglass move from giving speeches about his experiences as a slave, to writing about them?
2. What was one of the problems that Douglass found when he began writing more than speaking? How did it change what people thought of him?
3. Why did Douglass's newspaper fail?
4. How do you think Douglass could have reached people if he was talking about this same issue today? What methods might he have used?

SKILL FOCUS: Explore Means of Changing Society

INSTRUCT: Explain that Douglass was limited to either giving speeches or writing books and newspaper articles. Research his options to those that people have today for spreading information and opinions. Have students work in groups of four: half of the groups will create a mini-newspaper and the other half will create the text for a web page. Both will be about Douglass's message about equal rights for African Americans.

ASSESS: Once completed, have groups share the details of their work. Have the class discuss which option they think is more effective.

EXTEND

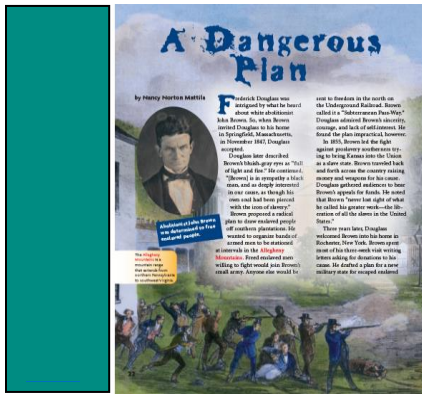
Social Studies: Explain to students that before modern media, people were limited to the written word or to speeches to convey opinions about an issue. Have students research some additional newspapers or magazines from the 19th or 20th century that existed primarily to support a cause or an issue.

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A Dangerous Plan

pp. 22–23, Expository Nonfiction

Use this article about John Brown to explore the different methods he and Douglass used to abolish slavery.



OBJECTIVES

- Students will analyze the perspectives of John Brown and Frederick Douglass on slavery.
- Students will compare and contrast Brown's and Douglass's positions in society based on their color.
- Students will perform a short skit.

KEY VOCABULARY

- **plantation (p. 22)** a large farm where only one or two crops, such as cotton or tobacco, are grown
- **liberation (p. 22)** the act of setting someone free from enslavement or imprisonment
- **sympathizers (p. 23)** people who agree with or support an issue or opinion

ENGAGE

Conversation Question: How did Frederick Douglass help to advance the cause of equal rights for African Americans?

Ask students to think about a cause or an issue that they agree with or is important to them, such as saving the environment, saving certain animals, reducing energy use, etc. Then ask them to think about different ways they could show their support for that issue or help to make a change about it. Have the class discuss which ways might be more effective for persuading other people to share their opinion and work for that cause or issue.

INTRODUCE VOCABULARY

Define each word with students. Then have each student choose one word without telling other students what their choice was and draw a picture that illustrates it. Have students share their drawings with the class, and have the class guess the vocabulary word. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. How were the backgrounds of John Brown and Frederick Douglass different?
2. How did Douglass and Brown differ in how they supported abolition? What did each man want to achieve?
3. How did each man's methods for fighting against slavery relate to their color and their place in society?
4. Which man was more effective in arguing for freedom for African Americans?

CONCEPT/SKILL FOCUS: Compare and Contrast

INSTRUCT: Explain to students that this article describes two men who were both fighting against slavery and for equal rights for African Americans. Discuss why Douglass and Brown might have had differing viewpoints about the best way to support liberation. Divide the class into four groups and have them each write a short skit of a conversation between Brown and Douglass, arguing for their own method.

ASSESS: Have each group perform their skit for the class. Then have them discuss whether the discussion was accurate according to what they learned about the two men in the article. Evaluate teamwork in writing and performing the skit.

EXTEND

Art: Invite students to create a poster (either on the computer or using art materials) advertising a public debate between Douglass and Brown about the best way to argue for the liberation of African Americans.