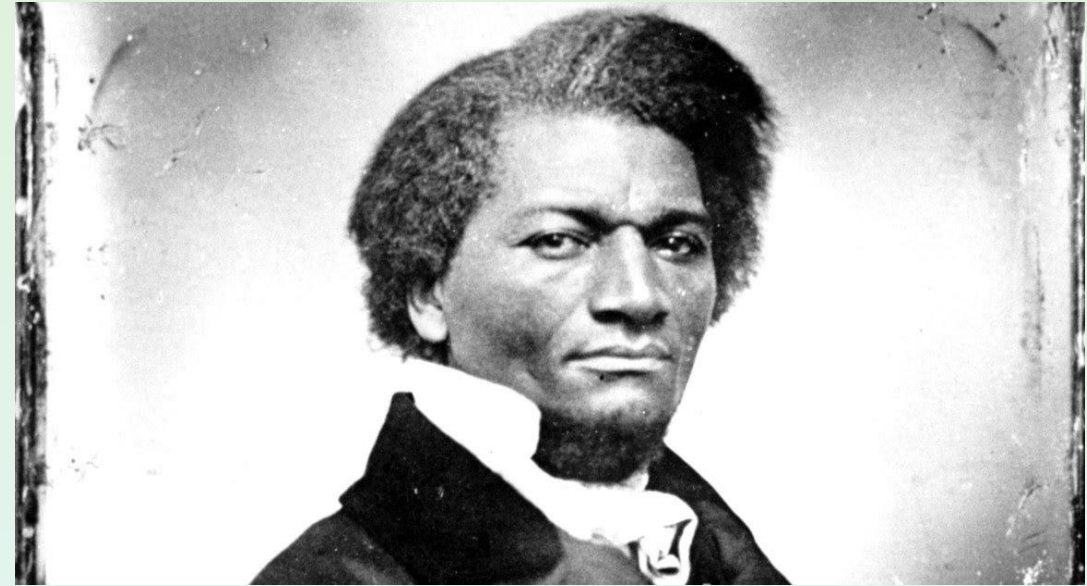


Slavery and Abolitionism

1. Question & Research Task

Narrative of the Life of Frederick Douglass is an autobiographical narrative written in 1845. It chronicles Frederick Douglass's journey from the time he became a slave until he escaped to freedom in the North.

An important question that Douglass explores in his writing is "What does it take for the human spirit to be free?" In order to prepare you to read his narrative and understand the major themes, you will be learning about [slavery](#), [abolitionism](#), [women's rights](#), and the [Underground Railroad](#) (definition #2).



Click on the image above for an overview of slavery in America.

Image Source: [This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How does an understanding of the historical and cultural background of *Narrative of the Life of Frederick Douglass* enhance your reading of the novel?

2. Information Sources

You will use these resources to complete the activity on Slide 3:

When required, see your teacher/librarian for login information

Slavery:

- [The Triangular Trade and the Middle Passage](#)
- [Interview of a Former Slave Fountain Hughes](#)
- [Slave and Free Soil Interactive Map](#)
- [Born into Slavery: Slave Narratives](#)
- [Testimony of a Freedman](#)

Abolitionism:

- [Abolition Movement](#)
- [Abolitionist's Words Echo through Time](#)
- [William Lloyd Garrison](#)
- [The Role of the Quakers](#)
- [Abolitionist Movement](#)
- [Understanding the Emancipation Proclamation](#)

Women's Rights:

- [The Women's Movement and Abolitionism](#)
- [Susan B. Anthony](#)
- [Lucy Stone](#)
- [Elizabeth Cady Stanton](#)
- [Lucretia Mott](#)
- [Women's Suffrage \(BrainPop video\)](#)
- [Seneca Falls Convention](#)

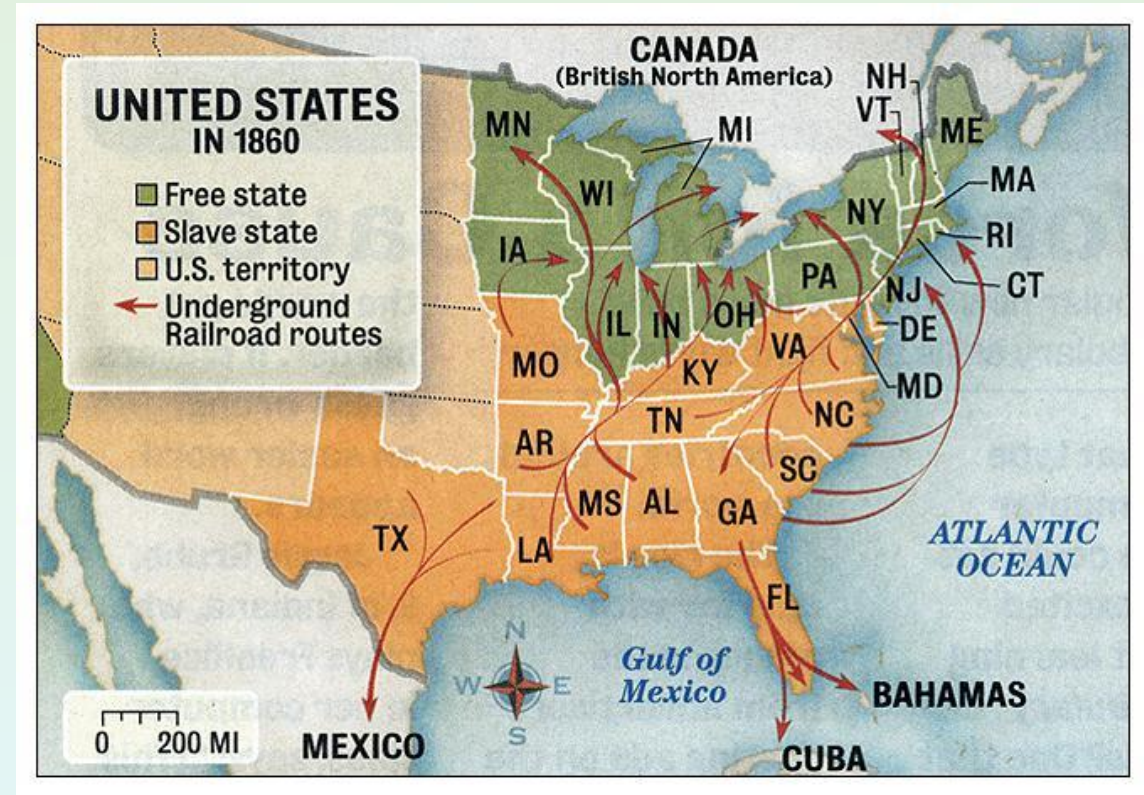
Underground Railroad:

- [Underground Railroad](#) (BrainPop video)
- [Overview \(article\)](#)
- [Harriet Tubman](#)
- [Map of escape routes](#)
- [Aboard the Underground Railroad](#)

3. Student Activity

Use this [graphic organizer](#) to take notes about slavery, abolitionism, women's rights, and the Underground Railroad using the information sources on Slide 2.

You will be using your notes to complete the Assessment Activity on Slide 4.



1860 Underground Railroad Routes

Image Source: SIRS Discoverer, by subscription

4. Assessment Activity

How does an understanding of the historical and cultural background of *Narrative of the Life of Frederick Douglass* enhance your reading of the novel?

Now you will compose a journal entry using the notes on your graphic organizer.

Write a journal entry from the point of view of a citizen deciding whether to aid slaves in their escape **OR** write from the point of view of a slave contemplating escape.

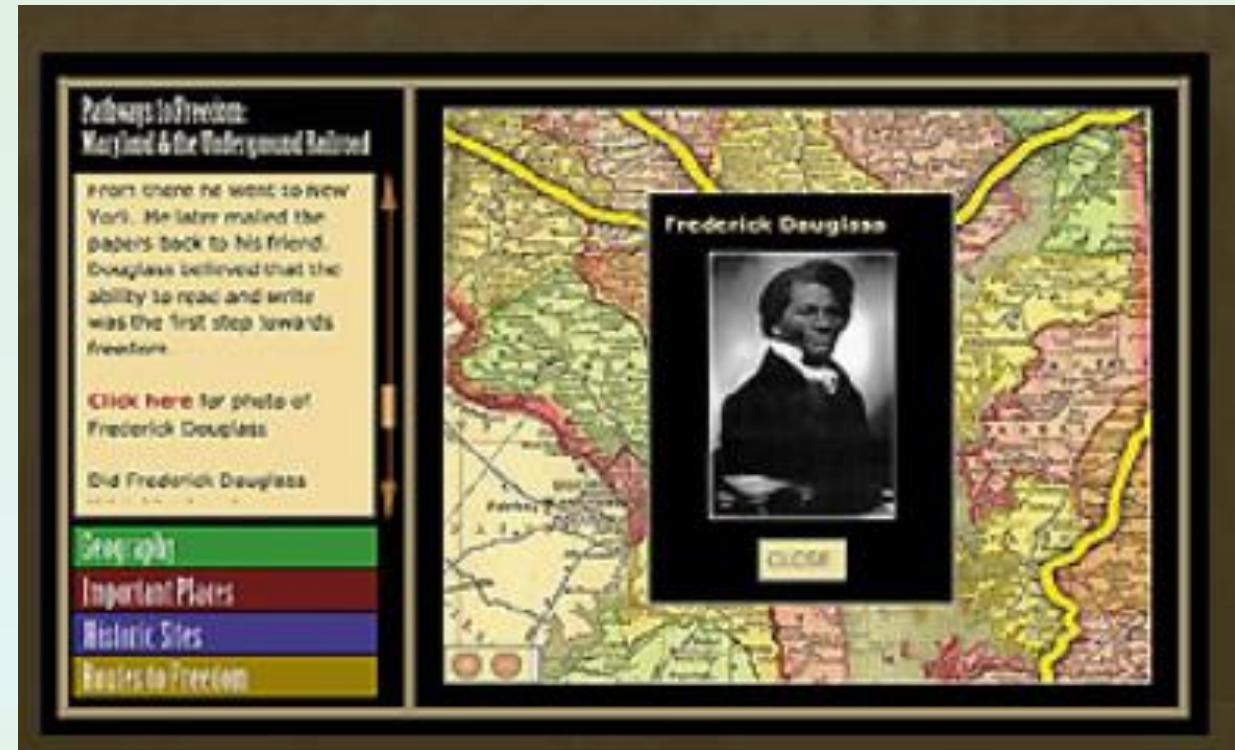
Be sure to use information from your graphic organizer to make your journal entry sound accurate and authentic. Carefully read the [Scoring Rubric](#) so that you know how you will be assessed.



Image Source: www.pics4learning.com

5. Enrichment Activities

Further explore the topics you have been studying by completing these interactive simulations. Use the Thinkport Pathways to Freedom to learn more.



6. Teacher Resources

Learning Standards Alignment

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Grade Level and Content Area: GT 8 Language Arts

Time Frame: One to two class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Inform students of the following:
 - Articles may cover more than one topic, and students may need to write notes in more than one square of their organizer while completing a reading
 - Links provided about slavery represent differing points of view as each slave lived under different conditions and had different life experiences that shaped their opinions
 - Some of the primary documents include vocabulary that would not be considered politically correct today, but that is used in a historical context and reflects vocabulary used during the time period being studied.
 - Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)