



# Activity Guide

800-788-1121

## A Picture Book of Frederick Douglass

This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RF.3.3.c: Decode multisyllable words.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.7: Conduct short research projects that build knowledge about a topic.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

L.3.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

### BEFORE LISTENING

#### *About the Story*

This biography tells the story of Frederick Douglass's life, from his birth in slavery to his days as an abolitionist to his activism after the Civil War. It gives the vital details of this fascinating individual's life.

#### *Activate Prior Knowledge/Build Background*

Explain to children that before the Civil War in the 1860s, many people in America owned slaves. They made these people work without pay and often treated them very cruelly. A group of people began to protest against slavery. They were called abolitionists. Tell children that the book they will read is about an important abolitionist who was once a slave himself.

### AFTER LISTENING

#### Standards-Linked Activities

##### *Listening/Speaking*

**CCSS: RI.3.1, RI.3.2, SL.3.2, SL.3.3; RI.4.2, SL.4.1**

Ask children the following questions about the book. Call on volunteers to respond orally.

- Why didn't Frederick Douglass see his mother very often?
- How did Frederick Douglass learn to read?
- Why did Frederick Douglass go to jail?

- d. How did Frederick escape from slavery?
- e. What might have happened to Frederick if he had not going to England after his book was published? (*Make Predictions*)
- f. How did learning to read change Frederick's life? (*Analyze*)
- g. Why do you think audiences found Frederick Douglass's speeches against slavery so persuasive? (*Draw Conclusions*)

### **Vocabulary**

**CCSS: RI.3.4, RF.3.3.c, L.3.4a; RI.4.4, L.4.4a**

Write these words on the chalkboard. Have children copy the sentences below and fill in each blank with one of the words from the board.

errands      surname      prejudice      outlawed

- 1. Frederick Douglass changed his \_\_\_\_\_ so slave catchers couldn't find him.
- 2. The abolitionists fought against slavery before the war and \_\_\_ after the war.
- 3. Frederick was forced to run \_\_\_\_\_ for his owners when he was a slave.
- 4. During the Civil War, slavery was finally \_\_\_\_\_.

### **Social Studies: Other Abolitionists**

**CCSS: W.3.2, W.3.7; W.4.2, W.4.7**

Ask students to research one of these other abolitionists: William Lloyd Garrison, Levi Coffin, Josiah Henson, or David Ruggles. When they have collected information about their subjects, children can write a brief biography of the person they have chosen. Encourage them to share their biographies and explain how their subject protested against slavery.

### **Music: Slave Music**

**CCSS: SL.3.1, SL.3.2; SL.4.2, SL.4.2**

Play one or more of these spirituals for children: "Go Down, Moses," "Joshua Fit the Battle of Jericho," "Steal Away," or "Follow the Drinking Gourd." Ask children to listen carefully to the words and think about what the songs might have meant to slaves before the Civil War. Lead a discussion in which you talk about how the songs were used as protest and as a way of looking to a future that might include escape.

### **Language Arts: Writing for The Liberator**

**CCSS: W.3.4; W.4.4**

Frederick Douglass wrote for the newspaper *The Liberator*, which was an anti-slavery paper. Ask children to work in pairs to write an article or create a cartoon that could be printed in *The Liberator*. Stress that the article or cartoon should be anti-slavery in sentiment. When children are finished, you can collect their work in a class issue of *The Liberator*.

### **Math: Slave and Non-Slave Population**

**CCSS: 3.MD.B.3**

Give children these statistics about the U.S. population in 1860, just before the Civil War. Have them work in small groups to prepare a pictograph or a circle graph showing the division of population in the country.

Total population: 22 million; Slave population: 3.5 million; Free Black population: 125,000; Slave-owning population: 350,000; Other white population: 18,050,000

### **On the Internet: The Underground Railroad**

**CCSS: W.3.7; W.4.7**

*Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.*

Have children take a trip on the Underground Railroad by going to this website: <http://www.nationalgeographic.com/railroad/>. They can follow the path many slaves took to freedom and experience the hardships and dangers they experienced. Encourage children to write a brief review of their experience on the railroad when they have finished.