

FREDERICK DOUGLASS FACT SHEET

LeCount R. Holmes Jr. is a motivational and inspirational speaker/trainer, born in Washington, D.C. whose one-man show is a historical re-enactment of the life and times of a former slave,



LeCount Holmes, Jr.

orator, abolitionist, civil rights activist and author, Frederick Douglass. Frederick Douglass: The Man explores the diversity and richness of American history while teaching the importance of literacy, perseverance and self-esteem.

*"If there is no struggle, there is no progress."
Frederick Douglass*



Frederick Douglass

The primary goals of this program are:

- For students to make connections between Frederick Douglass's philosophies of life-long advocacy for fair treatment of all people to current civil rights leaders.
- For students to analyze and explain events related to the life of Frederick Douglass as an important figure in the Civil War.
- To describe how learning to read was instrumental in Mr. Douglass's success as an author of several books and editor of his own newspaper.
- For students to be able to describe key events and individuals in Frederick Douglass's life.

Exploring Primary Sources

Why did abolitionists find so much resistance to their cause in the North? As a class, read and discuss the primary source documents below. In each document, who is speaking? To whom is he speaking? What is the intended audience? How do you think they responded?

Incidents in the Life of a Slave Girl

<http://www.pbs.org/wgbh/aia/part4/4h2924t.html>

Abolitionist Samuel J. May confronts a northern merchant

<http://www.pbs.org/wgbh/aia/part4/4h3142t.html>

Anthony Burns's account of his capture

<http://www.pbs.org/wgbh/aia/part4/4h2916t.html>

"The Meaning of July Fourth for the Negro"

<http://www.pbs.org/wgbh/aia/part4/4h2927.html>

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Curriculum links

Abolitionist Movement
Civil War
Compromise of 1850
Constitution
Dred Scott Decision
Emancipation Proclamation
Fugitive Slave Law (1850)

Notable People

John Brown
William Lloyd Garrison
Harriet Jacobs
Fanny Kemble
Nat Turner
David Walker

Glossary

Frederick Augustus Washington Bailey
Slave Narratives
Abolitionist
Underground Railroad
Juneteenth
Wye Plantation
The North Star
Anna Murray

Pre-activity

Have students write a short essay responding to the following questions, based on their current knowledge. What impact do you think slavery had on white people who didn't own slaves? On those who did own slaves? Why might someone who wasn't a slaveowner support slavery? Why might someone be opposed to the spread of slavery, but not opposed to slavery itself?

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Post-activity*

Ask students to imagine that they are runaway slaves or anti-slavery sympathizers in the 1830s. Then have them write autobiographical narratives in the tradition of historical characters whom they have studied. The narratives will describe how they ran away or how they helped runaways, and should include how old they are, what work they do, what skills they have, and where they live.

Students should base their narratives on historical evidence, such as authentic narratives, letters, and period newspaper articles. You may also want to have students read one of these historical novels, based on real incidents and people: *Long Journey Home: Stories from Black History*, by Julius Lester (New York: Puffin, 1998); *Letters from a Slave Girl: The Story of Harriet Jacobs*, by Mary E. Lyons (New York: Aladdin, 1996); *Underground Man*, by Milton Meltzer (San Diego: Odyssey Classics, 1990); *Harriet Tubman*, by Ann Petry (New York: Harper Trophy, 1996).

Students who are writing as **runaway slaves** should consider these questions:

- What will you need to have and to know? How will you obtain the necessary materials and information?
- Whom will you need to trust?
- What obstacles or challenges will you face? How might you overcome them?
- What are the risks if you are captured?

Students who are writing as **anti-slavery activists** should consider these questions:

- What will you need to know and to do? How will you find this information and decide what action to take?
- Whom will you need to trust?
- What obstacles or challenges will you face? How might you overcome them?
- How will you persuade others to support anti-slavery?
- What are the risks if you are discovered?

*Taken from <http://www.pbs.org/wgbh/aia/tguide/4tgquestact.html>

What was a famous quote by Frederick Douglass?

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Resources

- Cain, William E., ed. **William Lloyd Garrison and the Fight Against Slavery: Selections from The Liberator**. New York: Bedford Books, 1995.
- David Walker's Appeal, in Four Articles. . .** Rev. ed. Introduction by Sean Wilentz. New York: Hill and Wang, 1965.
- Douglass, Frederick. **Life and Times of Frederick Douglass**. New York: Macmillan, 1962.
- Katz, William Loren. **The Westward Movement and Abolitionism, 1815-1850**. Austin: Raintree Steck-Vaughn, 1993.
- Jacobs, Harriet. **Incidents in the Life of a Slave Girl: Written by Herself**. Edited by Jean Fagan Yellin. Cambridge: Harvard University Press, 1987.
- Jacobs, Donald M., ed. **Courage and Conscience: Black and White Abolitionists in Boston**. Urbana: Indiana University Press, 1993.
- Kemble, Frances Anne (Fanny). **Journal of a Residence on a Georgian Plantation in 1838-1839**. Edited by John A. Scott. New York: Knopf, 1961.
- Lester, Julius. **From Slave Ship to Freedom Road**. Illustrated by Rod Brown. New York: Dial, 1998.
- Ripley, C. Peter, ed. **Witness for Freedom: African American Voices on Race, Freedom and Emancipation**. Chapel Hill: University of North Carolina Press, 1993.
- Sterling, Dorothy, ed. **Turning the World Upside Down: The Anti-Slavery Convention of American Women**. New York: Feminist Press, 1987.
- *Sterling, Dorothy. **We Are Your Sisters: Black Women in the Nineteenth Century**. New York: Norton, 1997.

Videos

Frederick Douglass: An American Life (1984) Distributed by Harpers Ferry Historical Association, Inc.

Websites

Frederick Douglass - Wikipedia, the free encyclopedia
http://en.wikipedia.org/wiki/Frederick_Douglass

Underground Railroad

<http://www.cr.nps.gov/aahistory/>

This National Park Services site offers an interactive study guide and a tour of historic places.

Frederick DouglassA detailed biography as written by Sandra Thomas.

www.history.rochester.edu/class/douglass/home.html

Audience Etiquette

Audience members are asked to be prepared to ask questions of (LeCount Holmes, Jr.) Mr. Frederick Douglass, at the conclusion (not during) of the presentation. Mr. Douglass enjoys interacting with students and will meet and greet them at the conclusion of his presentation.