**Courage and Perseverance**

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Suggested Age Group: Middle School

Lessons/Theme: Abolition, Activism, Public Speaking

**Topic Overview:**

This lesson underlines the life and work of Frederick Douglass as he advocated for the Abolition of Slavery and equal rights. Students will become familiar with a basic outline of Frederick Douglass’ influence in the Abolition of Slavery and learn skills to become an active part of the activist world. The lesson plan is a mix of video and discussion based learning in order to engage students in a multitude of different mediums. The worksheets include short and long answer questions that allow students to engage and reflect on the videos and discussion. The third activity encourages students to present to the class about something they are passionate about as an introduction to public speaking. Based firmly in the historical context, students will learn and engage critically and creatively with Frederick Douglass, as well as learn how Courage and Perseverance are central characteristics necessary to promote change in communities and social structures. Starts discussion about confidence, activism and how students can be involved in change in their communities. Also encourages students to reflect on themselves and how they can commit to positive change.

For More Information, Please Reach out:
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Courage and Perseverance

Lesson Plan for Middle School Social Studies

Prepared by Jake Janus

OVERVIEW & PURPOSE

To start this lesson, the students will get a background on Frederick Douglass and his work. The resources used will demonstrate how confidence and perseverance played a huge role in Fredrick Douglass’s success in being an influential abolitionist.

OBJECTIVES

- Understand what confidence and perseverance are
- Be able to apply skills to lives
- Gain new public speaking skills
- Understand what Douglass went through to become the confident man he is
- Support standing up for things you believe in

VOCABULARY

Perseverance: persistence in doing something despite difficulty or delay in achieving success
Public Speaking: the act or process of making speeches in public
Self-Confidence: a feeling of trust in one’s abilities, qualities, and judgment
Prejudice: preconceived opinion that is not based on reason or experience

TIME

- This lesson should take about one day to complete.
- Each student will listen to the PowerPoint presentation and take notes to stay engaged.
- Perform activity 1 (Video #1).
- The teacher will then go over the questions that correlate and make sure all questions are answered.
- Perform activity 2 (Speaking activity).
- After the discussion, the students will perform activity 3 (Video #2).
- The teacher will then go over the video questions and make sure all questions are answered.
- Lastly, the students will perform their exit ticket (letter to themselves).

Powerpoint: https://docs.google.com/presentation/d/1AdbmICorgFUUnWjg8UX2VzB3E77vUnp83YLA5pORQXE9w/edit?usp=sharing
ACTIVITY 1:

Video and Questions

Students will watch the video and answer the questions to the best of their ability. Then after all of the class is done, the teacher will go over the questions and have time for class discussion. [https://www.youtube.com/watch?v=FATFaZ7VO1c](https://www.youtube.com/watch?v=FATFaZ7VO1c)

1. What did breaking family bonds do for enslavers?

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2. How was discipline maintained?

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3. How did Douglass get the desire to be free?

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4. What was the most important lesson of Douglass's life? (as stated himself)

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5. When did Douglass make his escape from slavery? (date)

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6. What party was Douglass a part of?

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7. What did Douglass do with the last 3 decades of his life?

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Video Explanation:

Douglass never accepted the deep prejudice that America had going on at the time. His confidence that he had acquired long ago, led his heart to do the right thing. This was to fight for the freedom of all African Americans from slavery in America. Douglass had to have copious amounts of courage and perseverance to stand up to his enslaver when he was growing up. He knew that if he didn’t resist, he would be stuck there in an endless loop of despair and slave labor. Douglass believed that true liberty would only come to black Americans when they took full responsibility for their fate. He knew that he needed to enlighten others with what he found in himself, confidence. Others needed to stand up for what was right, and they needed to be willing to die for the cause to make a change. Douglass said, “It was self-evident that black Americans as citizens were entitled to full freedom and full legal protection.” He knew that this was the truth so he needed to take measures into his own hands. With his skills of confidence and perseverance, Douglass influences all people to join his cause and do what was right.
ACTIVITY 3: Speaking Activity

The students will come up to the front of the class and talk about something that they are passionate about for 30 seconds. This will show them what talking in front of crowds of people is like. Before the 30-second speeches, have each student talk with 2-3 other students in the class for 5 minutes to brainstorm topic ideas. The speeches do not have to be well planned out, but they need to be 30 seconds long. This will show the students how long the seconds go by when speaking. Students will be able to gauge how well they can speak in the moment. Throughout the rest of the course, they will get better with practice. This will demonstrate how much confidence and perseverance are needed to influence people and fight for what you believe in even when you are outnumbered. After each speech, there will be a class discussion to reflect on how effective and convincing the student’s speech was. This lesson should be brought back every couple of classes to show how much better the students get over time and build their confidence.
ACTIVITY 3: Video #2

Watch this video about building confidence and self-esteem. Use your knowledge and notes from the video to answer the following questions. (15 mins)

Students will watch the video and answer the questions to the best of their ability. Then after all of the class is done, the teacher will go over the questions and have time for thoughts and questions about them. https://www.youtube.com/watch?v=pdjaxS4ME2A

1.) Before the video, what were your thoughts on confidence? What does it mean?

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2.) What is self-esteem and how does it make you feel?

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3.) Why does it seem hard to feel this way all of the time?

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4.) What is the best “you”?

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5.) If you don’t do as well as you expect on the first try, what should you do?

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6.) How can you train your brain to be more confident? Give 2 examples What is the “best” plan?

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EXIT TICKET:

This will be the last activity the students do before the class is over. After they finish this assignment, they are free to go to their next class.

Thank you letter to yourself

In this letter, write a thank you letter to yourself about the qualities you are happy to have, the achievements you are proud of, and how those things will lead you to more success. As you write about the achievements, also include the mistakes you’ve learned from, and what you can do differently going forward.

Teacher Note: If this letter brings up any negative feelings for your students, remind them it’s not too late to make changes. Help them brainstorm steps they can take to create the positive changes they’d like to see. This is to get the students to open up and be willing to share. Being confident involves being vulnerable too!

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Name:________________________

Frederick Douglass


Find the following words in the puzzle. Words are hidden ⏫ ⬅️ ⬇️ and ⬗️.

ABOLITION
ALLY
CONTROVERSIAL
ENS LAVED
ENS L AVER
ETHOS

FREEDOM SEEKER
IMAGERY
LOGOS
ORATOR
PATHOS
PERSEVERANCE

PHENOMENON
PREJUDICE
PUBLIC SPEAKING
SELF CONFIDENCE
SLAVERY
Works Cited- Lesson 2:


*Frederick Douglass Perseverance*. Frederick Douglass Perseverance - 488 Words | Internet Public Library. (n.d.). Retrieved March 28, 2022, from https://www.ipl.org/essay/Frederick-Douglass-Perseverance-FKFBP7WBGXPT


Works Cited- Extra Activity:

*Super Teacher Worksheets: Word Search*

https://www.superteacherworksheets.com/generators/wordsearch.php