Importance of Allies

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Suggested Age Group: Middle School

Lessons/Themes: Abolition, Teamwork, Cooperation, Alliance, Activism

Topic Overview:

This video and discussion based lesson plan, begins with familiarizing students with the life of Frederick Douglass and his advocacy for the abolition of slavery and equal rights. Topically the lesson builds on how Douglass and his allies worked together to dismantle the institution of slavery. The activities encourage students to closely read and interpret meaning from primary source quotes of Frederick Douglass, as well as reflect on how their own communities can work together to form an alliance for positive change. Activities include using venn diagrams to compare and contrast different parts of Frederick Douglass’ life, in Ireland and in the United States, as well as reflecting on the impact of Douglass’ work in the Abolition of Slavery and progress towards equal rights. The final activity is a word search, where students are asked to find important vocabulary words that were covered in the lesson.

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Importance of Allies

Lesson Plan for Middle School Social Studies
Prepared by Michaela La Bombard

OVERVIEW & PURPOSE

In this lesson, students will learn information about Frederick Douglass and how important it is for a person to have allies in their lives. Frederick Douglass is an escaped enslaved person who made his name known by writing newspapers and books to share his experience. Douglass had many allies throughout his time, many of which he met when he spent time in Ireland.

OBJECTIVES:

1. Be able to identify allies in your own life
2. Be able to compare and contrast Frederick Douglass’s time in Ireland and Rochester
3. Have an understanding of Frederick Douglass and his work

VOCABULARY:

Ally: to unite or to form a connection between
Abolition: the act of officially ending to stopping something
Slavery: a situation or practice in which people are entrapped and exploited, submission to a dominating influence
Controversial: a discussion marked, especially by opposing views

TIME:

Class period 1 (40 minutes): Students will read article 1, take notes for homework, and complete activities 1 and 2.
Class period 2 (40 minutes): Students will read, take notes on the articles in activity 4, and complete activities 3 and 4 in class.
ACTIVITY 1:


Read the above article and answer the following questions.

1. Who were Frederick Douglass’s allies in Ireland? How did they help him during his time in Ireland?

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2. How was Douglass treated in Ireland versus in the United States? Was it different?

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3. What happened to Douglass and his efforts of trying to make everyone equal during the Civil War?

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4. List 3 interesting facts you learned about Douglass’s allies
   
   
   
   
5. What newspaper did Douglass write? Why was it controversial?

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6. Douglass stated, “Slavery is the disease and its abolition in every part of the land is essential to the future quiet and security of the country.” What do you think Frederick Douglass meant by this statement?

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7. In one of his newspapers, Douglass stated “I am sick and tired of arguing on the slave holder’s side.” What did Douglass mean by this statement?

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ACTIVITY 2: Determine your Allies

1. Who are the people in your life that you look up to? Think of friends, parents/guardians, siblings, teachers, etc. Would you consider these people to be your allies? Why or why not?

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2. How do the roles that your allies play in your life compare and contrast to the role that Douglass’s allies played in his life?

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3. In what situations would you ask your allies to be there for you? Are these reasons similar to Douglass’s?
4. Douglass had places where he was able to find groups of people that would support him, such as churches. Is there anywhere you would go to find people that would help you? Why or why not?

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5. Douglass had times when he and his allies did not agree. What do you do when you and your allies disagree?
ACTIVITY 3: Venn Diagram

Using the articles below, and fill in the Venn diagram and compare and contrast Frederick Douglass's allies in the United States and Ireland.

ACTIVITY 4: How Frederick Douglass Impacted Today’s World

Using your knowledge of Frederick Douglass and his allies from the previous activities, answer the following questions.

1. Frederick Douglass had many allies and their impact can be felt today. What are some ways that Frederick Douglass impacted today’s society?

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2. How is the treatment of African Americans during the time of Frederick Douglass different from how African Americans are treated today? How is it similar? What changes should be made if any?

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3. What are some things you can do to make a difference in other people’s lives like Frederick Douglass did?

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4. Imagine you meet Frederick Douglass and he tells you his ideas and point of view. You decide that you want to be one of his allies. What would you do to support him? Is it similar or different to what his allies did?

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Frederick Douglass

Find the following words in the puzzle.
Words are hidden → ↓ and ←.

ABOLITION
ALLY
CONTROVERSIAL
ENSLAVED
ENSLAVER
ETHOS

FREEDOM SEEKER
IMAGERY
LOGOS
ORATOR
PATHOS
PERSEVERANCE

PHENOMENON
PREJUDICE
PUBLIC SPEAKING
SELF CONFIDENCE
SLAVERY
Works Cited- Lesson 3:


Works Cited- Extra Activity:

Super Teacher Worksheets: Word Search

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