**Lesson Plan #5 for *Genius of Freedom*: The Douglass Monument by Charlene Weigel**

**Grade Level:** Middle or high school

**Topics:** Frederick Douglass, memorials

**Pennsylvania History Standards:** 8.1.6 B,8.1.9 B, 8.3.9 A, 8.3.9 B, 8.3.9 C

**Pennsylvania Core Standards:** 8.5.6-8 A, 8.5.9-10 A, 8.5.11-12 A, 8.5.6-8 G, 8.5.9-10 G, 8.5.11-12 G

***African American History,* Prentice Hall textbook:** pages 301, 428-430

**Overview**: Pennsylvania high school students learn about Frederick Douglass’s role as an escaped slave who became a leading abolitionist. Students often read all or excerpts from his autobiography. By thinking critically about the primary source *An Authentic History of the Douglass Monument* by J.W. Thompson, students can gain a deeper understanding of the impact of Douglass as well as how this black American was viewed in by his northern contemporaries.

Rochester, New York, was the home of Douglass during much of the time he published *The North Star*, a leading abolitionist newspaper. Douglass developed a strong friendship with fellow Rochester resident Susan B. Anthony, and became an outspoken advocate of women’s rights as well. Their dual appeal made Rochester a gathering place for abolitionists and feminist leaders as well as an active site on the Underground Railroad. It was in Rochester in 1852 that Douglass delivered his famous speech “What to the slave is the 4th of July?” Douglass received political appointments after the Civil War that relocated him to Washington, D.C., but his body was returned to Rochester to be buried in Mount Hope Cemetery after his death in 1895. It is not surprising, therefore, that Rochester erected a memorial statute to Douglass, the first statue in America to honor an African-American, dedicated in 1899, and the focus of Thompson’s 1903 book that is the primary source for this lesson plan.

Thompson’s book analyzes key moments in the life of Frederick Douglass and the memorial statue that was constructed in Rochester to commemorate him. In this lesson plan, students will examine and analyze the statue itself as well as the inscriptions to understand how Douglass was viewed by his northern contemporaries at the time.

**Materials:**

* From the Exhibit: Image of the Douglass monument, p. 32
* From the Exhibit: Chapter XIV: Descriptive and Interesting Facts and Letters, pages 156-157 describing the statue inscriptions.
* Ebook - *An Authentic History of the Douglass Monument* by J.W. Thompson: <https://books.google.com/books?id=VmEDAAAAYAAJ&pg=PA3&lpg=PA3&dq=an+authentic+history+douglass+monument&source=bl&ots=l20LqfKNs1&sig=K-qhWEIepyx0G9vw3urztid3464&hl=en&sa=X&ei=CiZZVdmDG87hsAT5koGQBQ&ved=0CD4Q6AEwCQ#v=onepage&q=an%20authentic%20history%20douglass%20monument&f=false>
* Worksheet A: Statue analysis
* Worksheet B: Inscription Analysis
* Exit Ticket
* Smart board/Overhead projector

Additional Teacher Background:

* Concise overview on the history of the statue: <http://media.democratandchronicle.com/retrofitting-rochester/frederick-douglass-monument>

**Procedure:**

1. Set stage for lesson by reminding students of any prior study of the writings and impact of Frederick Douglass.
2. Display image of statue from primary source (primary source, facing page 32).
   1. Introduce the statue analysis with some background facts using question/response to engage the students:
      1. Show close image of statue in current setting in Highland Park, Rochester, NY (<http://www.theroot.com/articles/history/2014/09/blacks_in_western_art_with_frederick_douglass_statue_blacks_get_their_say.html> ). The model for the statue was made in 1898 by sculptor Sidney W. Edwards. Douglass died in 1895. Ask students on what they think Edwards modeled his image of Douglass.
         1. *Technology at the time included photography. Students may guess that Douglass modeled before he died, that there was a picture of Douglass used by Edwards, or other creative ideas. In reality, Edwards used Douglass’ son Charles R. Douglass as the model.*
      2. Ask students why Rochester, NY was the site for this statue.
         1. *Douglass published The North Star in Rochester in 1847. Douglass was active in the Underground Railroad in Rochester (an important stop on the way to ultimate freedom in Canada), and delivered his famous speech What to the Slave is the Fourth of July? in Rochester in 1852. Douglass moved to Washington, D.C. in 1872 after his home in Rochester burned to the ground in a suspected arson incident* ([*http://www.nps.gov/frdo/learn/historyculture/frederick-douglass-chronology.htm*](http://www.nps.gov/frdo/learn/historyculture/frederick-douglass-chronology.htm)*). Douglass is buried in Mount Hope Cemetery in Rochester.*
   2. Pair up students to complete Worksheet A: Statue Analysis. Facilitate group discussion of pairs’ work.
3. Distribute Worksheet B: Inscription Analysis. Jigsaw Analysis, distributing analysis of each inscription to small groups with report-out to all. Assign students to pair up to work on analysis of one of the three sides with detailed inscriptions (West, East and North). After students have time to work in pairs, facilitate reporting out to larger group of conclusion of each pair.
4. Group Discussion: Facilitate discussion of why statue had detailed inscriptions on N, E and W sides but only “Frederick Douglass” (name only) inscribed on southern side.
   1. *Douglass and other escaped slaves fled N, E and W to escape slavery. The decision to face the southern exposure of the statue with Douglass name alone is at the same time an acknowledgement of the South’s role in slavery, and also a statement that there can be no stronger inscription than this man’s name alone as a statement of his legacy to all four quadrants.*
5. Exit Ticket: See attached