

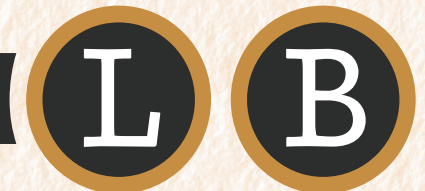
LITTLE, BROWN AND COMPANY BOOKS FOR YOUNG READERS

Educator's Guide | Ages: 6 & Up



*Frederick's Journey
The Life of Frederick Douglass*

LittleBrownLibrary.com



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PRE-READING ACTIVITIES

The author introduces the reader to many important people in Frederick Douglass's life. Each individual has unique interactions with Douglass. As students read, have them complete the chart below to highlight key figures in Douglass's life. Upon completion of the chart, briefly summarize each person's impact on Douglass's journey.

INDIVIDUAL'S NAME	INTERACTION WITH DOUGLASS	IMPACT ON DOUGLASS'S JOURNEY

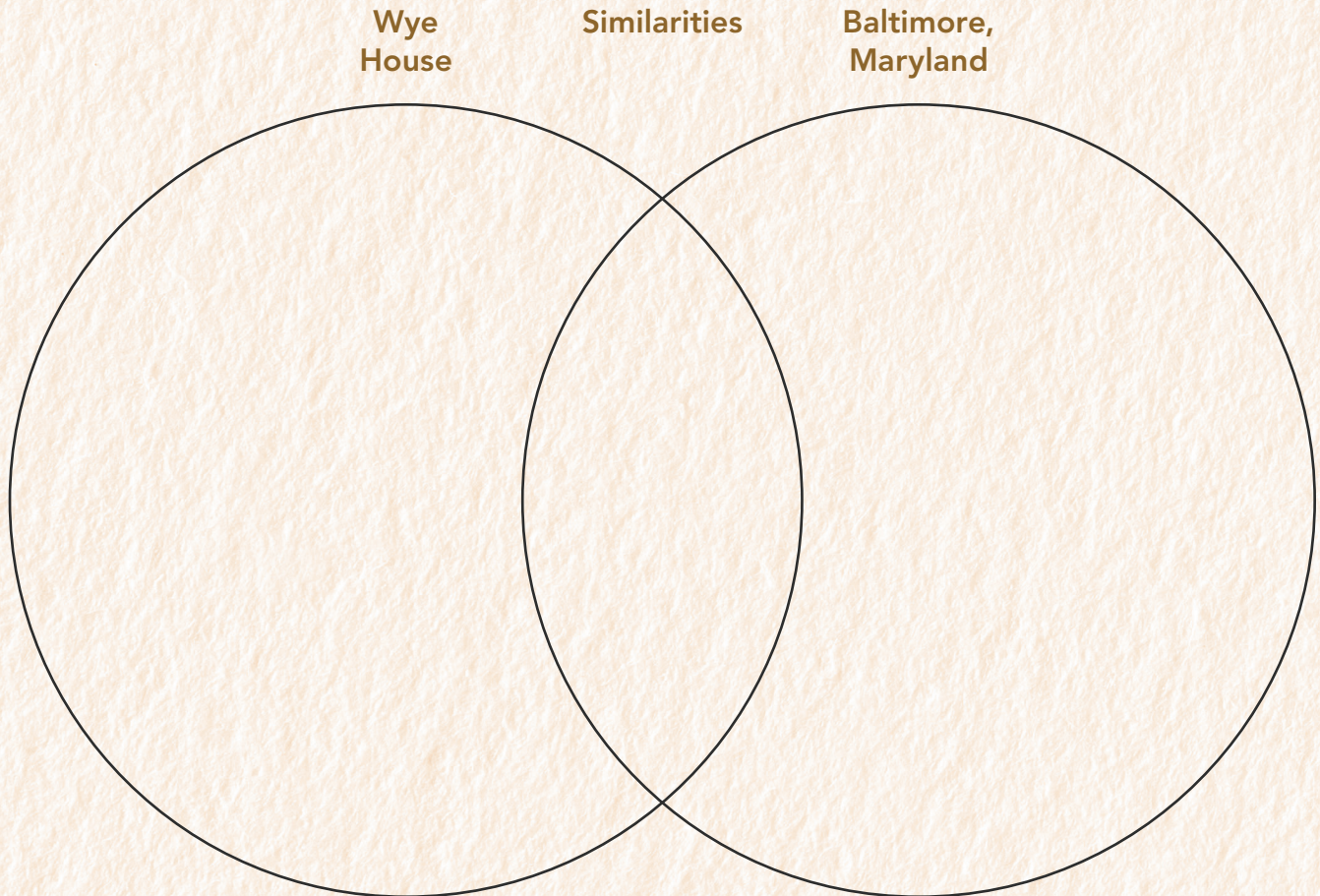
Define the term prejudice in your own words. How can prejudice affect a person's life? Everyone has the choice to speak out about prejudice, but sometimes it is dangerous to do so. What character traits are required for someone to take risks to fight prejudice? Write the character traits in the graphic organizer below. As you read, explain whether Frederick Douglass embodied each term you generated. Provide evidence from the text to support your answer.

CHARACTER TRAITS TO FIGHT PREJUDICE

Discussion Questions

LIFE AS AN ENSLAVED PERSON

1. The author describes how difficult life was for enslaved people by highlighting Douglass's experiences. Provide at least three examples from the text that illustrate the oppression. How does each example support the author's message?
2. Douglass wrote, "The children were called to eat, like so many pigs. He that ate fastest got most." Based on this statement, how did Douglass experience meals? Locate another figurative phrase from the text and explain what it means. Why is using figurative language more powerful than just stating the details?



3. Hugh Auld in Baltimore stated that the ability to read would "forever unfit him for the duties of a slave." What do you think he meant by that? What changes could come from having the skill to read and write? Explain why Douglass was willing to risk his life to learn to read. Provide details from the text to support your responses.
4. At several points in the book Douglass dreams about freedom. Describe two events and/or relationships that most inspired Douglass to pursue life as a free man. How did he escape to freedom? Support your response with examples from the text.

LIFE AS A FREE MAN

1. Make a Prediction: A major event in the text is Douglass's escape to freedom. How do you think life will change for Douglass when he escapes to Massachusetts? What types of challenges will remain the same? As you read, check the accuracy of your prediction. Which of your ideas were mentioned in the text? How did Douglass's journey differ from your predictions? Provide evidence from the text.
2. How did Douglass's autobiography impact his life? Do you believe that he should have taken the risk to write the book? Why or why not? Why do you believe the book was a best seller? In your opinion, how did the book impact the views and/or lives of others? Support your response with examples from the text.
3. Explain the significance of Douglass's newspaper name, *The North Star*. Why did he select this name? What message did it send to individuals who read the paper? Examine the illustration of the newspaper. What additional information can you learn from the picture? Use evidence from the book to support each answer.
4. Describe the relationship between President Lincoln and Frederick Douglass. How did they help each other? How do you believe Douglass felt when Lincoln was assassinated? Why? Provide evidence from the text.
5. What types of actions did Douglass take to support blacks during the Civil War? How did he continue to change the lives of blacks after the war? Do you believe that his actions made a difference? Why or why not? Provide evidence.

Across the Curriculum

Social Studies

Throughout the story, the author focuses on Douglass's journeys, which involved travel to many different places. Create a visual map of Douglass's travels throughout his life. Highlight the key events that occurred in each place, emphasize the significance of each location, and briefly summarize how the destination changed Douglass's life.

The author mentions that Douglass had a positive relationship with President Lincoln, but different views from Andrew Johnson, the subsequent president. Research the views of each president using online sources and related texts. Once your research is complete, conduct a debate on key topics within the Civil War, with one side taking on the views of Lincoln and the other the views of Johnson.

Writing

Create an article or speech that you believe would have been featured in Douglass's newspaper, *The North Star*. The article should convey an important experience or event during Douglass's time period. Your article should clearly describe a situation, include names and actions of those involved, provide a sequence of events, and incorporate dialogue to convey the central idea.

Read a section of Frederick's autobiography and summarize the ways in which it is similar to Frederick's Journey. Your summary should also highlight a new detail or point of view that you learned from reading both texts.

Last, create your own autobiography, highlighting two important events from your life for readers. Your autobiography should include a clear introduction, headings, logical sequence, facts to support the topic, precise vocabulary, and a concluding section for each event.

Research and Inquiry

Examine the Important Dates section at the end of Frederick's Journey and select one event to research. Your investigation should include one source from the Selected Research Sources section of the book, related print sources, and online tools. Upon completion of your research, explain why your event is historically significant through a ten-minute presentation. The presentation should incorporate photographs and/or illustrations, multimedia tools such as sound or video, and a concise summary of the event (main ideas and related details).

BIOGRAPHY PROJECT

Create a timeline to organize information on any person you study in a biography unit. As a class you might want to brainstorm the topics that are most important to find out about a person. Or you could create a web with information such as the person's name, early years, major accomplishments, education, sports, and hobbies, etc.

Discussion Questions or Writing Prompts

If you are using the discussion questions below as writing prompts, be sure that students include the following: an introduction, multiple reasons that support the main idea or opinion, and a concluding statement.

1. Why do you think the author chose Frederick Douglass to write about? Whom would you write about? Why?
2. What are the most important things that you learned about this person in the text? What will you remember about this individual a year from now? Five years from now?
3. Which biography is your favorite? Why? Explain your answer by using specific examples from your favorite text.

Research Assignment

Research the life of someone you think is important. Write a newspaper article about that person and include an introduction, at least five important facts, and a conclusion. Share your article with a classmate and discuss why your selected person is important.

How do people find information to create biographies? Describe the process that the author uses to write each story. Use online sources and related informational texts to research the topic.

Great research is best done with primary sources rather than secondary ones. Primary sources are actual letters, notes, diaries, pictures, and other firsthand documentation of a person's life. As you research a famous person for a biography, be sure to list your sources and categorize them as primary or secondary.

Music

Research the type of music that was popular during your subject's life. What do you notice about the music's lyrics, instruments, beats and rhythms, and style? Create and record a song that you believe would have been popular during that time period.

Art

Create a piece of sculpture or collage that best represents the person you are studying. Use images that show important aspects of their life. Present your finished project to the class and use it to tell the story. Be sure to answer any questions that classmates ask about your work at the end of the presentation.



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About the book

Frederick Douglass encountered many obstacles during his journey to freedom. He was born an enslaved person, separated from his mother as a baby, and denied the opportunity to obtain an education. Despite numerous challenges, he risked his life for an education and to obtain freedom. As a free man,

Douglass shared his beliefs about equality with others through newspapers, public speeches, and books. His determination, success, and dedication to making the world a better place continue to inspire people today.

Praise for the book

★ "A fittingly inspirational tribute to a most praiseworthy man." —*Kirkus Reviews*

- ALA Notable Children's Book
- New York Public Library's One Hundred Titles for Reading and Sharing
- Kids' Indie Next List
- Horn Book's List of Recommended Picture Book Biographies
- Society of Illustrators Original Art Shows
- Junior Library Guild selection

About the Author and Illustrator



Doreen Rappaport has written numerous award-winning books for children, including *Freedom Ship* and *The School Is Not White* (both illustrated by Curtis James); *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.*, a Caldecott Honor Book and Coretta Scott King Honor Book; and *Abe's Honest Words: The Life of Abraham Lincoln*, illustrated by Kadir Nelson. She lives and writes in upstate New York. Find her at doreenrappaport.com.



London Ladd has illustrated a number of children's books, including the award-winning *March On! The Day My Brother Martin Changed the World* by Christine King Farris, *Under the Freedom Tree* by Susan VanHecke, and *Lend a Hand* by John Frank. He teaches art at an inner-city after-school program and hopes to one day open an art center so that families can develop projects of their own. He lives and creates in Syracuse, New York. Visit him at londonladd.com.

This educator guide was prepared by Dawn Jacobs, education consultant, and Tracie Vaughn Kleman, award-winning children's book author and literacy specialist.

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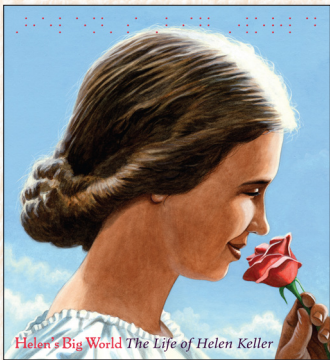
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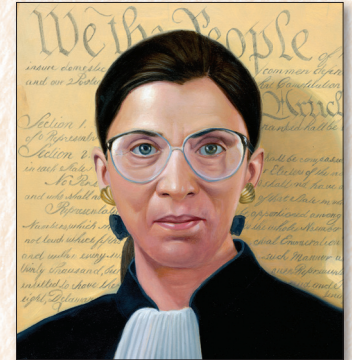
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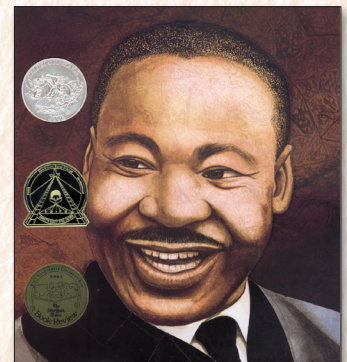
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