

The intent of this lesson/unit is to familiarize and explain with both primary and secondary sources the importance of the cause and effect of the women in life of Frederick Douglass.

I was highly motivated to create such a plan because my colleagues in the other Lynn high schools are hoping to get funding for a statue of Mr. Douglass in the Frederick Douglass gazebo situated in the center of Lynn, on North and south common streets. I thought this to be a natural segue to the project, and was even more inclined to so when a History department colleague claimed to know nothing of Fredrick Douglass' 'women!!!!'

The Women

1. Harriet bailey
2. Anna Murray
3. Rosetta and Annie Douglass
4. Julia Griffiths
5. Ottilie Assing
6. Helen Pitts

The academic intent of these lessons plans is to explain and write about, through research and primary sources, a holistic view of Frederick Douglass, particularly through the eyes of the women that surrounded him and helped him attain his goals as an abolitionist and as a man.

It is interesting to note that not many people are cognizant of the fact that Frederick Douglass had two wives, nor that one of them was white.

Surely this caused political as well as personal issues for Mr. Douglass, but it appears as though historical content for Frederick's women is very limited, or rather non-existent in the books the high school students read.

I hope to change that through these lessons plans which will further engage students in lively discussions of how people, places and things, have a very definitive effect on people's lives, particularly people such as Frederick Douglass, who chose to live them publicly.

Harriet Bailey

Objective; explain the importance and effect of Harriet Bailey on her son Fredrick

1. Read excerpt from "Born into Slavery" describing how Harriet Bailey walked twelve miles to see her son.....
2. Have students work in pairs to discuss the possible effect this had on Frederick, cite references from the book.
3. Students will discuss in Round Robin style what it must have liked to be separated from your children while a slave
4. Students will write about what may motivated Harriet to walk twelve miles and what the impact of that action had on Frederick, Cite from the book...

Conclusion/ Assessment: students will write a short essay regarding whether they would have done what Anne Murray did... and why...

Anne Murray Douglass

Objective: to research the effect and relationship of Anne Murray and Frederick Douglass

1. Students will go to library and research three sources (of their own choosing) on Anne Murray.

2. Students will do a time line of Anne Murray's life.

3. Students will try to find primary documents on Anne and photos of her

(Students will learn that Anne Murray was illiterate and led a somewhat sickly life)

4. Through discussion based on their research, students will discuss the possible effects of living within liberate black wife when you are an editor and publisher of a radical newspaper

Rosetta and Annie

Julia Griffiths

Utilities Assing

Helen Pitts

Concluding Exercises

As a concluding exercise the students will write about what they learned, focus on what surprised them the most, about Frederick Douglass, and why.

Each student will chose a woman to role play.

They will eulogize Frederick at a podium.

I would like the students to dress the part and read their speeches at the Frederick Douglass Gazebo, we would video tape it.

The speech will be drawn from primary resources.

This unit plan and the way it is set up will humanize Frederick Douglass, and give students a chance to come to their own research based opinions about the man, through information on women he loved.