

FREDERICK DOUGLASS and MARTIN LUTHER KING

1. STANDARDS

:

NATIONAL:

Era 4, Standard 4:

Sources of cultural, religious, and social reform movements of the antebellum period

Era 9, Standard 4

The struggle for racial and gender equality and extension of civil liberties

NEW JERSEY:

6.F.4

Compare and contrast the characteristics of cultural, religious, and social reform movements in the antebellum period, including the abolition movement, the public school, temperance, and human rights movements.

6.K.6

Analyze the Civil Rights and Women's Movements, including... (nine events listed)

2. COMPARE AND CONTRAST

Two speeches in order to understand the personalities, historical times, and speeches of Frederick Douglass and Martin Luther King

3. MEASURABLE OUTCOME

SWBAT compare/contrast two speeches, Douglass' "The Meaning of July 4 for the Negro" and King's "I Have A Dream." By doing this, SWBAT understand similarities and differences in the men who wrote the speeches, the times in which they lived, and the speeches they wrote. The differences, but more importantly, the similarities in these three areas (men, times, speeches) will show the students how certain issues continue to confront every generation and connect one generation to another. There will be discussions, worksheets, and a writing assignment to measure the students' understanding and mastery of this topic.

4. PRIMARY SOURCES

Frederick Douglass	"The Meaning of July 4 for the Negro"	July 5, 1852
Martin Luther King	"I Have A Dream"	August 28, 1963

5. OVERVIEW

Teacher will give general overview of the two periods using biographical and historical handouts. After a class reading, the students will discuss the two speeches (one at a time) in small groups and complete the SAOPSTONE handout given. This will be followed by larger group and/or class discussion of the two speeches. Finally, there will be a set of activities, including worksheets and writing activities to reinforce the major learning points of the lesson and serve as an assessment.

6. LESSON IMPLEMENTATION

STEPS:

- A. Introduce three areas (men, speeches, historical times) by handouts, film, and notes
- B. Read the speeches as a class, give out the following Soapstone handout, and have students work with a partner (group of 2), but each will fill out their own copy of the handout.

SUBJECT

List some specific issues raised by each man or specific points they make in each speech

Douglass

King

OCCASION

Why is the 4th of July relevant to Douglass?

Why is where King spoke (Lincoln Memorial) relevant to him?

Use text to support your answer

Douglass

King

AUDIENCE

How might supporters and non supporters of black civil rights respond to each speech? Explain.

Douglass

King

PURPOSE:

What is each speaker's primary reason for making the speech? What does each urge his audience to do? Use text to support your answer

Douglass

King

SPEAKER

Why are both men the right choice to give their speech?

Douglass

King

TONE

What are Douglass' and King's attitude towards their subject? Find words, phrases, and sentences that reveal tone.

Douglass

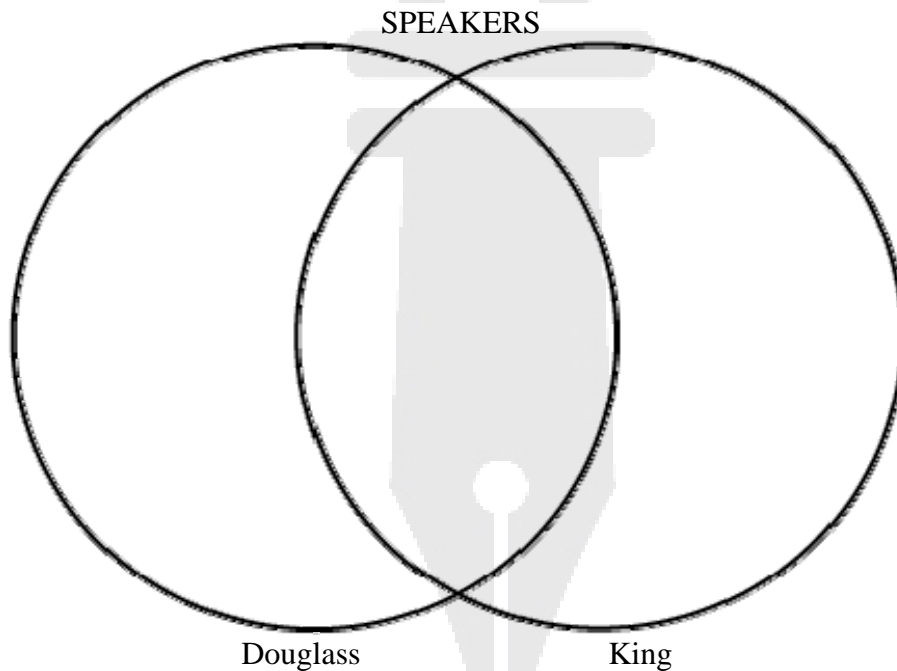
King

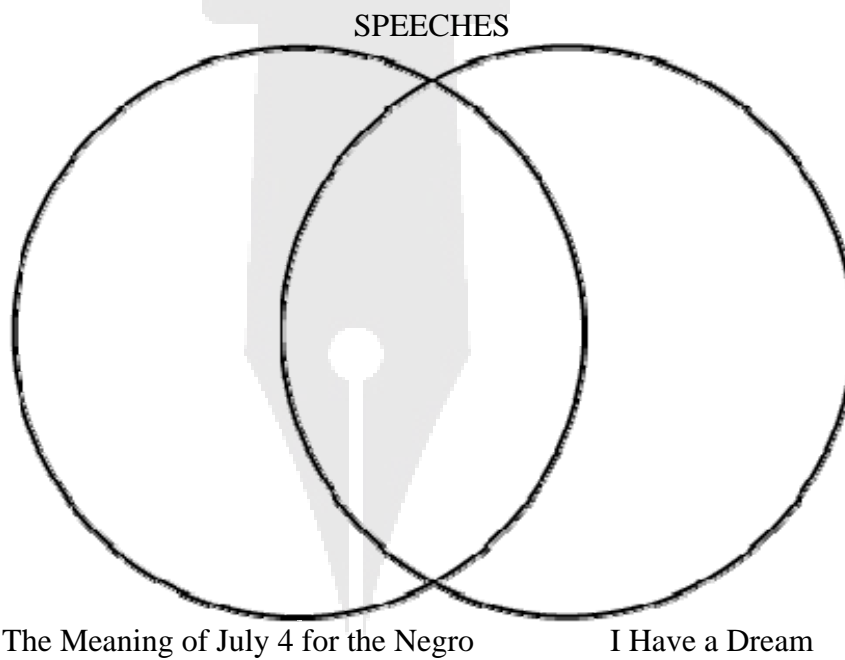
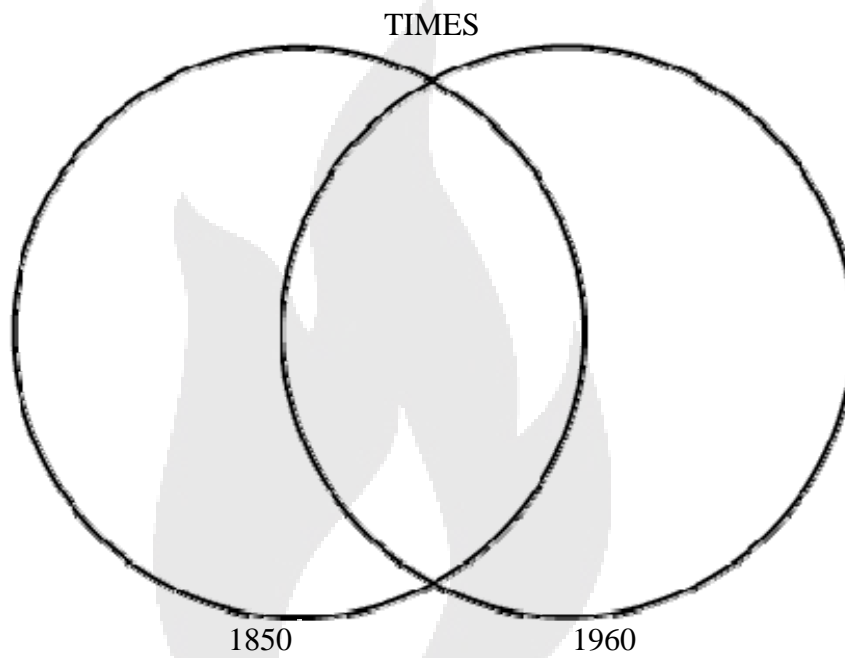
- C. Each group of two will pair with another group of two (group of 4) and discuss answers which will further sharpen the focus and understanding of the two speeches.
- D. FOCUS QUESTIONS -After step C, and using the Socratic method of question and answer, students will work through the following questions as a class. These questions reflect the three levels of understanding. They can be written responses or done orally as a class.
1. When where, and to whom did each speaker give his speech?
 2. What was the occasion or event of each speech?
 3. What is the main message of each speech? Do these two messages have anything in common?
 4. Give two examples in each speech of the influence of the Christian religion.
 5. What were the major social issues at the times of each speech and were any of those issues common to both ages (1850's and 1960's)?

6. Do you think the audience from either time period would be able to understand and relate to the issues being discussed by the other speaker?
7. As a written text, which speech impacted or appealed to you more? Why?
8. Which speech would you consider more controversial? Why?

E. Venn Diagrams

Using three Venn Diagrams (attached to hard copy), fill in as much individual and common characteristics for the three topics (men, times, speeches). The right and left side of each circle are for characteristics unique of each subject listed under the circles, and the overlapping center is for what the two subjects have in common.





7. ASSESSMENT

A. Who Said That?

Using the two speeches, determine if the following lines were spoken by Frederick Douglass (FD) or Martin Luther King (MLK). Put “FD” or “MLK” in the blank before the quote to identify the correct speaker.

- _____ 1. One hundred years later, the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.
- _____ 2. This sweltering summer of the Negro’s legitimate discontent will not pass until there is an invigorating autumn of freedom and equality.
- _____ 3. The rich inheritance of justice, liberty, prosperity, and independence bequeathed by your fathers, is shared by you, not by me.
- _____ 4. In the process of gaining our rightful place, we must not be guilty of wrongful deeds.
- _____ 5. America is false to the past, false to the present, and solemnly binds herself to be false to the future.
- _____ 6. Allow me to say, in conclusion, notwithstanding the picture I have this day presented, of the state of the nation, I do not despair for of (for) this country
- _____ 7. As we walk, we must make the pledge that we shall march ahead. We cannot turn back.
- _____ 8. Must I argue that a system thus marked with blood, and stained with pollution is wrong? No! I will not.
- _____ 9. I will use the severest language I can command; and yet not one word shall escape me that any man , whose judgment is not blinded by prejudice...shall not confess to be right and just.
- _____ 10. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

Key: 1. MLK 2. MLK 3. FD 4. MLK 5. FD 6. FD 7. MLK 8. FD 9. FD 10. MLK

B. Letter to the Editor

In groups of 3, with one designated writer, write a letter to the editor about one of the speeches. Decide as a group which speech will get your response. In the letter, explain to the editor what you think your speaker is trying to say, why you think that speaker is right or wrong , and how Americans should respond or react (by word and/or deed) to the speeches.

8. RESOURCES

Online-

A. Frederick Douglass

“The Meaning of July 4 for the Negro” Frederick Douglass, 7/5/1852, Rochester, New York

www.pbs.org/wgbh/aia/part4/4h2927t.html

www.pbs.org/wgbh/aia/part4/4p1539.html

B. Martin Luther King

“I Have A Dream” Martin Luther King, 8/28/1963-Washington D.C

www.usconstitution.net/dream.html

http://nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html

Venn Diagrams

www.google.com

In class-

SOAPSTONE Document Analysis and Letter to the Editor-Liz Devlin (from handout on Frederick Douglass) 6.B in this lesson plan

Focus questions -Harriet Beecher Stowe Center Teacher Institute, Readings and Documents, Vol. 1-Lesson Plan Format Section- pp.4-5 “Creating the Three Levels of Questions.” 6D in this lesson plan

Curriculum created by Michael Guzzio

: