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Inquiry: Susan B. Anthony and Frederick Douglass

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Inquiry: Susan B. Anthony & Frederick Douglass

Abstract

This article describes a lesson, recommended for grades 4-6, which explores Susan B. Anthony and Frederick Douglass' 45 year relationship as allies, fighting for equal rights for African Americans and women during the 1800s. The lesson features the National Council for the Social Studies (NCSS) Notable Trade Book for Young People award winner, *Friends for Freedom: The Story of Susan B. Anthony & Frederick Douglass*. Highlighted in the story line are the abolitionist movement, U.S. Civil War, Emancipation Proclamation, Ms. Anthony's famous 1872 arrest for voting, and the 13th, 15th, and 19th Amendments to the U.S. Constitution. Descriptions of historic equal rights challenges and successes, made possible through an unlikely partnership between two activists during the 1800s, extends students' historic knowledge and skills through primary source analysis, interpreting characters and events, Socratic seminar, and monument and memorial study. The lesson's central purpose is to help students actively examine historic U.S. equity issues and civil rights history.

Book title

Friends for Freedom: The Story of Susan B. Anthony & Frederick Douglass (2014) by Suzanne Slade, Watertown, Massachusetts: Charlesbridge (NCSS Notable Trade Book for Young People, 2015).

Lesson Time – Three class periods or more time as necessary. Note that book extras include the following:

pp. 36 -37 – Author and Illustrator Research Notes

p. 38 – Source Notes

p. 39 – Selected Bibliography

p. 40 – Timeline (1818-1920)

Book summary

Friends for Freedom: The Story of Susan B. Anthony & Frederick Douglass describes a long, unlikely friendship (1849-1895) that began because of their common belief in equality. Ms. Anthony was born to an advantaged family, while Mr. Douglass spent his first 20 years as a slave, before escaping. Together the friends fought for equal rights for women and African Americans. Both excellent orators and writers, they spoke out together in various towns and cities, often facing strong and unruly opposition. Events, in this book, highlight the abolitionist movement, U.S. Civil War, Emancipation Proclamation, Thirteenth Amendment (freeing slaves), Fifteenth Amendment (African American men given right to vote), and Ms. Anthony's famous 1872 arrest for voting. The Nineteenth Amendment, giving women the right to vote, was ratified on August 18, 1920 – 14 years after Ms. Anthony's death.

National Council for the Social Studies (NCSS) standards. Thematic strands and accompanying expectation indicators include ideas that learners will understand: (4) Individual Development & Identity: how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity; (1) Time, Continuity, & Change: that learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretative record of the past and, the contributions of key persons, groups, and events from the past and their influences on the present; (10) Civic Ideals & Practices: key past and present issues involving democratic ideals and practices,

as well as the perspectives of various stakeholders in proposing possible solutions to these issues.

Lesson Framework: Teaching procedures are based on the three-phase learning cycle—exploration, concept development, and expansion, derived from Piaget’s model of mental functioning, though the connection between theory and practice is often credited to Karplus & Thier, 1997. This inquiry-based teaching approach centers on three distinct phases of instruction. Phase one of the learning cycle, exploration, allows students to engage in activities to confront their prior knowledge about a concept or idea. Phase two, concept development, leads students to interpret data, construct the concept, and experience accommodation to the concept. Phase three, expansion, is designed to give students opportunities to organize the newly learned concept with other concepts they already know (Abraham, 1992; Hanuscin & Lee, 2010; Lawson & Karplus, 2002; Sunal & Haas, 2008). Through this framework, “students are developing skills, analyzing and evaluating evidence, experiencing and discussing, and talking to their peers about their own understanding. Students work collaboratively with others to solve problems and plan [further] investigations” (Journal of Science Education, n.d., para. 3).

Exploration Phase Materials:

- (1) Ordinary small boxes or letter sized envelopes. One box or envelope per small group.
- (2) Photographs/visuals, hereafter referenced as *clues* (see links in reference section and Appendix A)
 - Susan B. Anthony portrait
 - Frederick Douglass portrait
 - United States Constitution

- List of U.S. Constitutional Amendments
- Petition for Woman Suffrage from Frederick Douglass Jr. and Other Residents of the District of Columbia, 1887 (Primary Source-Document).
- Announcement of Antislavery Meetings September-October 1857 (Primary Source-Newspaper Advertisement)
- Anti-Abolitionist Handbill (primary source).

Development Phase Materials:

- (3) One read-aloud book, *Friends for Freedom: The Story of Susan B. Anthony & Frederick Douglass*.
- (4) One copy of Appendices A and B for each student
- (5) One computer with Internet per student or small student group

Expansion Phase Materials:

- (6) One copy of Appendices A and D for each student
- (7) One copy of Appendix E for teacher
- (8) One computer with Internet access for each student or small group
- (9) Notebook paper or pencil for each student or small group. Option: Computers and *Microsoft Word* or other document maker for students.
- (10) One rubric (Appendix E) for each student

Objectives

Exploration Phase Objectives:

- (1) Students will be able to analyze primary sources (clues) to formulate and discuss their initial ideas about Susan B. Anthony, Frederick Douglass, and their historic public service.

Development Phase Objectives:

- (2) Students will be able to research connections between Susan B. Anthony, Frederick Douglass, abolitionist movement, women's suffrage movement, and 13th, 15th, and 19th Amendments to the U.S. Constitution by viewing a series of brief online videos.
- (3) Students will be able to listen to a read-aloud of the book and discuss each historical event presented.
- (4) Students will be able to respond to thinking questions and write evidence for their responses.

Expansion Phase Objectives:

- (5) Students will be able to answer four major research questions and submit online primary sources as evidence to support responses.
- (6) Students will be able to share results from objective five and engage in a Socratic Seminar (*See reference section for Socratic Seminar directions*).

Exploration

- (1) Place students in small groups of two – four.
- (2) Before the lesson, make each group a set of small copies of photographs or visuals (clues) needed to assess their prior knowledge: (a) Frederick Douglass photograph, (b) Susan B. Anthony photograph, (c) Constitution photograph, (d) Constitutional amendments list, (e) Women's suffrage petition with Frederick Douglass' signature, (f) Anti-slavery newspaper advertisement featuring Susan B. Anthony as guest speaker, (g) Anti-abolitionist handbill, (h) Rochester, New York map.
- (3) Consider numbering each card set on the backs of cards and also numbering the containers. This will save time if some cards are, accidentally, placed in the

wrong container or if a card is lost and needs to be replaced to use the following year. Consider, also, laminating the visuals to use the following year.

- (4) Place one set of cards (clues) in a small box or letter sized envelope for each small group.
- (5) Ask students, in small groups, to study and discuss the set of photographs and documents (clues), negotiate, make inferences, and draw conclusions about the people and events. *(Given time, groups should be able to conclude that two people were involved in a freedom movement, either with or against one another. Students should also be able to identify the primary location of events).*
- (6) Ask each group to write notes about their conclusions and share them with the class.

Prior Knowledge Assessment: Students will be assessed on their participation in analyzing a box of clues and discussion about Susan B. Anthony, Frederick Douglass, and their historic public work, formulated from clues.

Development

- (1) Before beginning the Development Phase: (a) prepare the read-aloud, (b) make one copy of Appendices A and B for each student, (c) have extra pencils and notebook paper for each group. Option: to save time, teacher may place both appendices on computers, so students need only click on websites to conduct research and then type responses on a *Microsoft Word* document.
- (2) For students, briefly outline the forthcoming procedures in the Development and Expansion Phases of the lesson and explain the purpose of the lesson before proceeding.

- (3) Distribute a list of approved websites (Appendix A) to each student. Explain to students they will review the eight brief videos listed on Appendix A. The videos are located in the section entitled “Videos (Listed Chronologically by Topic)”. These videos provide information about the lives of Susan B. Anthony, Frederick Douglass, abolitionist movement, women’s suffrage movement, and Constitutional Amendments 13 (ends slavery), 15 (African American men’s right to vote, and 19 (women’s right to vote).
- (4) Small groups will use computers with Internet access to review the videos.
- (5) Read the book *Friends for Freedom: The Story of Susan B. Anthony & Frederick Douglass* in a whole group setting. Option: book set for students to read individually or with groups. While reading, emphasize historical content: characters, 1800’s societal norms, locations, and events. In addition, emphasize skills: making judgements, inference, reaching conclusions, providing evidence to support claims.
- (6) Continuing in small groups, students will complete Appendix B, which instructs students to use historical content knowledge and skills emphasized during the read-aloud of *Friends for Freedom: The Story of Susan B. Anthony & Frederick Douglass*.
- (7) Closure: Each group will share responses with the whole class.

Before moving to the lesson’s Expansion Phase, review what students have learned thus far. Encourage all students to ask questions and clarify understandings.

Formative Assessment:

Students will be monitored on their ability to (a), gather background content information from video research, (b) participate in a discussion about historic contents and skills after the read-aloud, (c) complete a graphic organizer citing evidence to support responses.

Expansion

(1) Before starting the lesson's Expansion Phase, distribute a copy of Appendix C to each student. Students will already have copies of Appendix A (see online resource list) distributed during the lesson's Development Phase.

(2) While facilitating a whole class discussion, write these research questions on the board:

- What were Susan B. Anthony and Frederick Douglass' goals in regard to equality?
- What were Susan B. Anthony and Frederick Douglass' goals in regard to The Constitution of the United States?
- Did they achieve their goals? Explain your response.
- What do you believe people in the United States think about Susan B. Anthony and Frederick Douglass in today's world? Explain your response.

(3) Students use a list of online resources (Appendix A) to complete research and answer the research questions on Appendix C. See completed teacher's example (Appendix D)

(4) Finally, engage the whole class of students in a Socratic Seminar session to further discuss *Friends for Freedom: The Story of Susan B. Anthony & Frederick Douglass* supported by students' earlier research data gathered from primary sources and videos (*See directions for Socratic Seminar in reference section*).

(5) Basic Socratic Seminar Guidelines for Students:

- Come prepared. Bring notes and information relevant to the discussion.
- Participate, participate, and participate!
- Back up your comments with evidence/facts.
- Try to comment on someone else's previous statement before you give yours.
- Personal stories should have a direct connection to the facts.
- Keep discussion alive by asking open-ended, thought-provoking questions.
- Disagree with comments, not individuals. Never put anyone down.
- Use your speaking time fairly (contribute but do not control) (Intel Corporation, 2010, para. 2).

Final Assessment:

A rubric (Appendix E) is used to score each student's ability to (a) answer four major research questions, submitting online primary sources as evidence to support responses/explanations, (b) share results with class of students, and (c) actively engage in a Socratic Seminar.

Suggested extension activities

- (1) Having students research stories behind historic monuments and memorials takes them into more abstract ideas about people, events, communities, and the U.S. about which they must think critically and draw conclusions. Students can turn their research into an essay, speech, digital story, dramatic interpretation, and other such products (Johnson, 2014). In this way, students choose presentation types that fit their learning styles: visual, aural, verbal, physical, social, and solitary.

- (2) Clay Day or Monument Museum – Students use paper and pencil, clay, or Play-Doh to create a monument. On paper or on a *Museum Card*, students explain the significance of the title and each part of the monument. They also explain its relevance to the historic event, idea, or belief (Johnson, 2014).
- (3) Encourage students to select one historical event, civil rights movement, or person from the book, engage in further research, and report details to the class. Other researchable events, not extensively explored in this lesson, include: (a) Frederick Douglass-Abraham Lincoln connection, (b) Constitutional Amendment 14, (c) Susan B. Anthony’s arrest and trial for voting, (d) impact of Civil War during this period. People to research include: Elizabeth Cady Stanton, Lucretia Mott, and Gerrit Smith.
- (4) Create a class timeline with pictures and text to place on a bulletin board or mural. Use the extended detailed information students researched to complete the timeline.
- (5) Create a class civil rights website. Place historical information, primary source documents, and timelines on the website. As students develop confidence and skills with the website, they may link stories about civil rights issues around the world.

References

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- Calkins, L. & Colleagues (2015). Interpreting characters: The heart of the story. *Teachers College Reading and Writing Project from Units of Study for Teaching Reading*. Portsmouth, New Hampshire: Heinemann.
- Hanuscin, D. & Lee, M. (2010). *Using a learning cycle approach to teaching the learning cycle to preservice elementary teachers*. Retrieved from https://www.researchgate.net/publication/277878022_Using_a_Learning_Cycle_Approach_to_Teaching_the_Learning_Cycle_to_Preservice_Elementary_Teachers

- Journal of Science Education (n.d.). *Inquiry, the learning cycle, & the 5e instructional model from the guidelines for lesson planning*. Retrieved from <http://www.kacee.org/files/Inquiry%20&%205E%20Instructional%20Model.pdf>
- Karplus, R., & Thier, H. D. (1967). *A new look at elementary school science*. Chicago: Rand McNally.
- Sunal, C.V. & Haas, M.E. (2008). *Social studies for the elementary and middle grades: A constructivist approach*. Boston, Massachusetts: Allyn & Bacon.

Digital resources

Content Information:

- American Experience (n.d.). *The abolitionists: Chapter 1* [Video file] Retrieved from PBS. website: <http://www.pbs.org/wgbh/americanexperience/films/abolitionists/>
- Duffey, M. (2009). *Primary Documents - U.S. 19th Amendment: Women's Right to Vote, 18 August 1920*. Retrieved from [firstworldwar.com](http://www.firstworldwar.com). website: <http://www.firstworldwar.com/source/us19thamendment.htm>
- History.com Staff (2009). *Frederick Douglass*. Retrieved from A+E Networks. website: <http://www.history.com/topics/black-history/frederick-douglass>
- The Liberator (n.d). *Online archive and fair use repository*. Retrieved from <http://fair-use.org/the-liberator/>
Annotation: The Liberator Online Archive is a complete online archive including full issues of William Lloyd Garrison's newspaper *The Liberator* (1831-1865), the most prominent periodical of radical Abolitionism in the United States of America. You can find scanned PDF documents of full issues of *The Liberator*, as well as a number of individual articles, columns and departments from the magazine that have been transcribed in HTML for ease of reading, searching, and linking (para 1).
- Facing History and Ourselves (2016). *Socratic seminar*. Retrieved from <https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar/>
- Gordon, A. (2009). *The selected papers of Elizabeth Cady Stanton and Susan B. Anthony: Their place inside the body-politic, 1887 to 1895*. New Brunswick: Rutgers University Press. Retrieved from *Project MUSE database*. website. <http://muse.jhu.edu/book/20560>
- Intel Corporation (2010). *Socratic seminar guidelines and rubric*. Retrieved from *Intel Teach Program*. website: <https://www.intel.com/content/dam/www/program/education/us/en/documents/project-design/holes/lit-socratic-sem-rubric.pdf>
- National Susan B. Anthony Museum and House (2013). *Biography of Susan B. Anthony*. Retrieved from <http://susanbanthonyhouse.org/her-story/biography.php>
- National Women's History Museum (n.d.). *Chapter 31: Female suffrage primary source sets*. Retrieved from <http://www.crusadeforthevote.org/primary-documents-1/>

Photographs/Visuals (Listed Chronologically by Topic):

Africans of America Resource Bank (n.d.). Historical documents: Portrait of Frederick Douglass. Retrieved from *PBSonline*. website:

<http://www.pbs.org/wgbh/aia/part4/4h2962.html>

Annotation: Frederick Douglass Photograph.

Society for Recognition of Famous People (n.d.). Susan B. Anthony. Retrieved from *The Famous People*. website: <http://www.thefamouspeople.com/profiles/images/susan-b-anthony-3.jpg>

<http://www.thefamouspeople.com/profiles/images/susan-b-anthony-3.jpg>

Annotation: Susan B. Anthony Photograph.

Clark, J.H. (2016). The amendments. Retrieved from *Deviant Art*. website:

<http://jessehclark.deviantart.com/art/US-Constitutional-Amendments-328584127>

Annotation: List of Constitutional Amendments.

Schulman, D. (n.d.). *A plan for freedom*. Retrieved from

http://insideng.com/StudentReadC/accessibility/inside_c_read/0404.html

Annotation: The United States Constitution Photograph.

Center for Legislative Archives (LL). (n.d.) Petition for woman suffrage from Frederick Douglass Jr. and other residents of the District of Columbia, 1887. Retrieved from

National Archives Catalog. website: <https://research.archives.gov/id/7330216>

Annotation: Petition for Woman Suffrage from Frederick Douglass Jr. and Other Residents of the District of Columbia, 1887 (Primary Source).

The Board of Trustees at the University of South Carolina (2000). The papers of Elizabeth Cady Stanton and Susan B. Anthony announcement of antislavery meetings September-October 1857. Retrieved from *The Model Editions Partnership*. website:

<http://wyatt.elasticbeanstalk.com/mep//SA/xml/sat83.html>

Annotation: Announcement of Antislavery Meetings September-October 1857 (Primary Source).

The Library of Congress (“Outrage,” February 2, 1837). African-American Mosaic [Handbill]. [Rare Book and Special Collections Division](#), *Library of Congress* (41).

Retrieved from <http://www.loc.gov/exhibits/african/afam005.html#obj6>

Annotation: Anti-Abolitionist Handbill (Primary Source).

Rochester: location. [Map/Still]. In *Britannica Online for Kids*. Retrieved from

<http://kids.britannica.com/comptons/art-55060/Rochester-NY>

Annotation: Rochester, New York Map:

Videos (Listed Chronologically by Topic)

Susan B. Anthony & The Women’s Suffrage Movement

Biography.com (2015, March 12). *Susan B. Anthony: An act of courage*. Retrieved from <http://www.biography.com/people/susan-b-anthony-194905/videos/susan-b-anthony-an-act-of-courage-2080100943>

Annotation: Susan B. Anthony's arrest and trial for voting in response to the 14th Amendment.

CBS News (2016). *Almanac: Women's suffrage* [Video file]. Retrieved from <http://www.cbsnews.com/videos/almanac-womens-suffrage/>

Annotation: On August 26, 1920 the 19th Amendment gave women the right to vote.

Frederick Douglass

PBSVIDEO (2013, January 7). AMERICAN EXPERIENCE | The Abolitionists - Frederick Douglass & William Lloyd Garrison | PBS [Video file]. Retrieved from *American Experience Films*. website:

<https://www.youtube.com/watch?v=6tx5DZC3X1M>

Annotation: After hearing Frederick Douglass speak at an anti-slavery convention in Nantucket, an inspired William Lloyd encourages Douglass to join the abolitionist movement.

History (2010, May 7). *America the story of us: Frederick Douglass* [Video file]. Retrieved from

<http://www.bing.com/videos/search?q=PBS+Frederick+Douglass&&view=detail&mid=9F584FDDABB25393309A9F584FDDABB25393309A&rvsmid=C900C12352A2A9588F8AC900C12352A2A9588F8A&fsscr=-7260&FORM=VDFSRV>

Annotation: Frederick Douglass – Biography/Agent for Change.

U.S. Constitutional Amendments: 13th, 15th, 19th

History.com Staff (2009). Thirteenth Amendment. Retrieved from *A&E Networks*. website: <http://www.history.com/topics/black-history/thirteenth-amendment>

Annotation: The 13th Amendment to the U.S. Constitution bans slavery.

The Griot (2012, June 17). *February 3, 1870: The 15th amendment ratified*. [Video file].

Retrieved from <https://www.youtube.com/watch?v=geGmGDgajfI>

Annotation: The 15th Amendment to the U.S. Constitution granted voting rights to African American men.

KentISDProject: *Government 19th Amendment Project: Women Suffrage* [Video file]. Retrieved from

<http://www.bing.com/videos/search?q=19th+amendment+video&&view=detail&mid=38EF902DFB4F45C0273A38EF902DFB4F45C0273A&rvsmid=4C02CCAA51A049B1A4BF4C02CCAA51A049B1A4BF&fsscr=0&FORM=VDFSRV/>

Annotation: Overall history of the fight for the 19th Amendment, and why the 19th Amendment was not ratified earlier. Supreme Court case described. 19th Amendment prohibited discrimination of voting rights based on sex.

Teaching with Monuments & Memorials: For Teachers

Curriculum Connection:

Approach monuments and memorials as "thought objects," says James A. Percoco. Instead of using them to teach only about the historical events they memorialize, look at how they memorialize those events, who erected them, who designed them, and how they've been related to and used by the community since their erection. "Monuments and memorials are living pieces of history, not static markers on a timeline" (2016, Section: At a Glance).

Johnson, C. (2014, January 24). *Teaching with monuments*. [Prezi]. Retrieved from <https://prezi.com/dco8e8xoz3id/teaching-with-monuments/>

Percoco, J. A. (2016) Teaching with monuments and memorials. Retrieved from *Teachinghistory.org: The National History Education Clearinghouse*. website: <http://teachinghistory.org/best-practices/using-primary-sources/24079>

Curriculum Connection:

This unit about local monuments enables teachers to integrate the curriculum and connect with the community.

Uhrmacher, P.B. & Tinkler, B. (2007, Summer). Engaging the whole child: A monumental curriculum. *Educational Leadership*, 64. Retrieved from <http://www.ascd.org/publications/educational-leadership/summer07/vol64/num09/A-Monumental-Curriculum.aspx>

Monuments & Memorials for Student Research (Expansion Phase)

Anthony, S. (2008, February). The Frederick Douglass - Susan B. Anthony Memorial Bridge. *Structure Magazine*. Retrieved from <http://www.erdmananthony.com/Portals/0/pdf/Articles/Structure%20Magazine%20Douglass%20Anthony%20Bridge.pdf>
Annotation: Photos & Story: Memorial Bridge in Rochester, New York.

Blakemore, E. (2016, April 20). Why women bring their "I Voted" stickers to Susan B. Anthony's grave. Retrieved from *Smithsonian.com*. website: <http://www.smithsonianmag.com/smart-news/why-women-bring-their-i-voted-stickers-susan-b-anthonys-grave-180958847/?no-ist>
Annotation: Photos & Stories: Susan B. Anthony & Modern Election Day

Chicago Tribune News Services (2016, November 8). *Steady crowd marks Election Day at Susan B. Anthony's grave*. Retrieved from <http://www.chicagotribune.com/news/nationworld/politics/ct-election-day-susan-b-anthony-grave-20161108-story.html>

Annotation: "Voters lined up on Election Day to place "I voted" stickers on the grave of Susan B. Anthony at Mt. Hope Cemetery in Rochester, New York., Tuesday, Nov. 8, 2016."

Curriculum Connection: Rochester was home to two giants in the quest for abolition and women's suffrage. Frederick Douglass moved to the city with his family in 1847 and eventually became a leading figure in the anti-slavery and women's rights movements.

There he met and befriended Susan Brownell Anthony, an activist in the women's suffrage campaign. Douglass lived to see the ratification of the 13th and 15th Amendments. Anthony, however, would die before the enactment of the 19th Amendment granting women the right to vote (Chicago Tribune, 2016, para. 1). (*Includes links to monuments and museums*).

The Civil War and Central New York (n.d.). *Rochester*. Retrieved from <http://www.cnycivilwar.com/Rochester/rochester.html>

Eilers, K. (n.d.). *Susan B. Anthony historical sites in Rochester, NY*. Retrieved from <https://people.rit.edu/kecncp/Courses/Materials/WomenLeaders/Women'sHistory-PhotosByKE/SBA/SBA-Photos.html>

Annotation: Photos: Susan B. Anthony City Square plaque, bronze monument, Susan B. Anthony home/museum, and tombstone.

The Freethought Trail (n.d.). *09. Anthony-Stanton-Bloomer Statue* <http://www.freethoughttrail.org/site.php?By=Location&Page=8&Site=5>

Annotation: Photo of Anthony-Stanton-Bloomer Statue. This 1998 statue by sculptor Ted Aub depicts the first meeting of feminist activists Susan B. Anthony and Elizabeth Cady Stanton. On May 12, 1851, after attending an antislavery lecture by William Lloyd Garrison, Anthony and Stanton were introduced on the streets of Seneca Falls, New York, by dress reformer Amelia Bloomer, thus forming part of the team that would later lead various women's rights organizations.

Howard, M. (2013, August 26). Navy leader discussed Women's Equality Day [Web log post]. Retrieved from *Navy live: The official blog of the U.S. Navy*. website: <http://navylive.dodlive.mil/2013/08/26/navy-leader-discusses-womens-equality-day/>

Annotation: Photo - Monument 1: A portrait monument of Elizabeth Cady Stanton, Susan B. Anthony and Lucretia Mott, pioneers of the women's suffrage movement, sits in the Rotunda at the U.S. Capitol Building. Photo - Monument 2:

Woman's Rights Members at the 1st convention in Seneca Falls, N.Y.

Curriculum Connection: When the voting resolution failed, Frederick Douglass stood up and gave a fiery speech on why the right to vote belonged to all people. His words persuaded the gathering to approve the resolution. One hundred men and women signed the Declarations of Sentiments which included the right to pursue suffrage (Howard, 2013, para. 5)

Kettavong, P (2001). Let's have tea. [Bronze sculpture]. Rochester, New York. Retrieved from *Rochester Public Art*. website:

<http://www.cityofrochester.gov/article.aspx?id=8589936553>

Annotation: Photo-Sculpture: Susan B. Anthony and Frederick Douglass sharing a pot of tea.

Morry, E. (n.d.). Frederick Douglass monument. Retrieved from *Retrofitting Rochester in partnership with the Office of the City Historian*. website:

<http://media.democratandchronicle.com/retrofitting-rochester/frederick-douglass-monument>

Annotation: Photo & Story: Frederick Douglass Monument in Rochester, N.Y.

Visit Baltimore (n.d.). *Statues, monuments, and murals*. <http://baltimore.org/ultimate-guide/statues-monuments-and-murals/> Annotation: Photo: Bust of Frederick Douglass

Curriculum Connection: A large bust of abolitionist Frederick Douglass sits outside the Frederick Douglass-Isaac Myers Maritime Park. The park is on the site of the first African American-owned shipyard in the United States, where Douglass worked during his early years in Baltimore. Another Douglass monument is located on the campus of Morgan State University (Visit Baltimore, n.d., para. 4)

Appendix A: Student Resources for Research

Photographs/Visuals (Listed Chronologically by Topic)

Teacher print first 8 for Exploratory Phase
Students use online visuals of first 8 for Expansion Phase Research

1. Frederick Douglass Photograph:
Africans of America Resource Bank (n.d.). Historical documents: Portrait of Frederick Douglass. Retrieved from *PBSonline*. website:
<http://www.pbs.org/wgbh/aia/part4/4h2962.html>
2. Susan B. Anthony Photograph:
Society for Recognition of Famous People (n.d.). Susan B. Anthony. Retrieved from *The Famous People*. website:
<http://www.thefamouspeople.com/profiles/images/susan-b-anthony-3.jpg>
3. List of Constitutional Amendments:
Clark, J.H. (2016). The amendments. Retrieved from *Deviant Art*. website:
<http://jessehclark.deviantart.com/art/US-Constitutional-Amendments-328584127>
4. The United States Constitution Photograph:
Schulman, D. (n.d.). *A plan for freedom*. Retrieved from
http://insideng.com/StudentReadC/accessibility/inside_c_read/0404.html
5. Petition for Woman Suffrage from Frederick Douglass Jr. and Other Residents of the District of Columbia, 1887 (Primary Source).
Center for Legislative Archives (LL). (n.d.) Petition for woman suffrage from Frederick Douglass Jr. and other residents of the District of Columbia, 1887. Retrieved from *National Archives Catalog*. website:
<https://research.archives.gov/id/7330216>
6. Announcement of Antislavery Meetings September-October 1857 (Primary Source)
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Appendix B: Development Phase Activity

Interpreting Characters and Events: The Heart of the Narrative

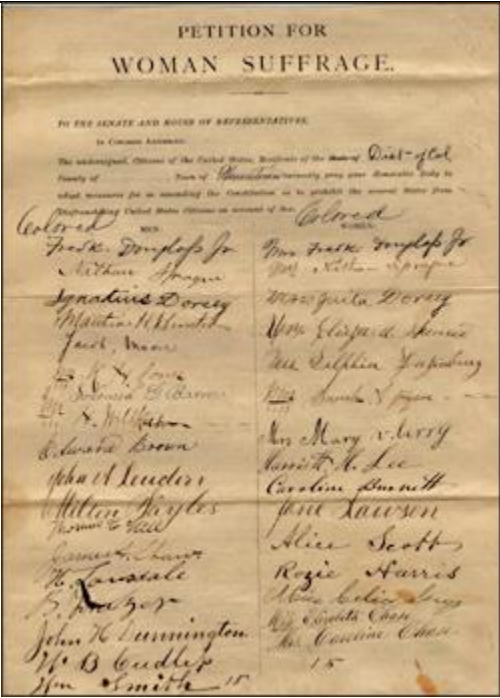
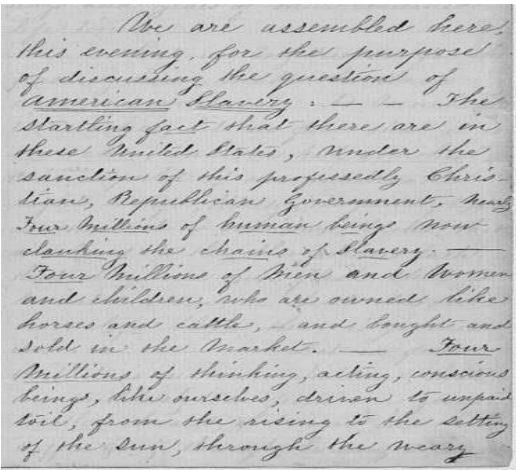
Readers, today you will read (or hear a book read aloud) called *Friends for Freedom: The Story of Susan B. Anthony & Frederick Douglass*. After you read the story, you are asked to respond to the questions below. Write your answers on a separate sheet of paper (adapted from Calkins, 2015).

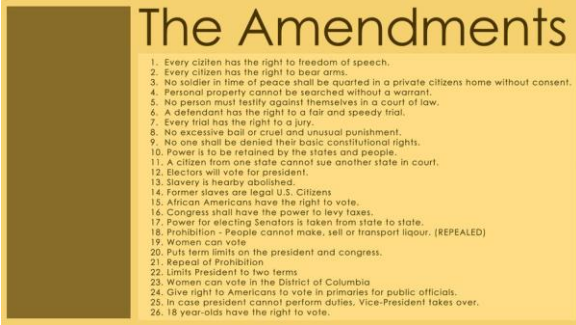

<p>1. What kind of person is Frederick Douglass?</p> <p><i>Inferring about people and events: Elements: Character Traits, Supporting Thinking with Evidence.</i></p>	<p>2. How did Douglass change from the beginning of his life to the end and why?</p> <p><i>Character Response/Change</i></p>	<p>3. What kind of person was Susan B. Anthony?</p> <p><i>Inferring about people and events: Elements: Character Traits, Supporting Thinking with Evidence.</i></p>	<p>4. How did Anthony change from the beginning of her life to the end and why?</p> <p><i>Character Response/Change</i></p>
<p>5. <i>Friends for Freedom</i> (p. 18). <u>First Meeting</u>: As the tea cooled down, their conversations heated up. They both hated slavery and thought one person should not own another. They believed women deserved the same rights as men – to own land, go to college, and vote.</p> <p><i>Analyzing Parts of a Story in Relation to the Whole</i></p>	<p>6. How did people, during their time in history, support and/or challenge the lifelong friendship between Susan B. Anthony and Frederick Douglass?</p> <p><i>Provide Evidence for Support Provide Evidence for Challenges</i></p>	<p>7. If you had to select <u>one main title</u> for Frederick Douglass and Susan B. Anthony, which would it be?</p> <p>Agitators Abolitionists Civil Rights Leaders Trouble Makers Equal Rights Advocates Protesters</p> <p><i>Write a reason for your conclusion and provide evidence, from the book or your research, for your selection.</i></p>	<p>8. Write about a theme (or life lesson) that this story develops. Use details from the book to support your answer.</p>

Appendix C: Research Questions for Expansion Phase

Research Questions	Digital Primary Sources (evidence)	Explanation (with justification)
<p>What were Susan B. Anthony and Frederick Douglass' goals for equality?</p> <p>Were these goals achieved?</p>		
<p>What were Susan B. Anthony and Frederick Douglass' goals in regard to The Constitution of the United States?</p> <p>Were these goals achieved?</p>		
<p>What do you believe people in the United States think about Susan B. Anthony and Frederick Douglass in today's world?</p>		

Appendix D: Research Questions for Expansion Phase: Example for Teacher

Research Questions	Digital Primary Sources (evidence)	Explanation (with justification)
<p>What were Susan B. Anthony and Frederick Douglass' goals for equality?</p> <p>Were these goals achieved?</p>	 	<p>Their goals were to use <u>speaking and writing</u> to persuade people to allow equal rights for African Americans and women.</p> <p>Yes, these goals were achieved.</p> <p>Justification: The first primary source is a Petition for Women's Suffrage signed by Frederick Douglass. [writing example]. The second primary source is a letter [writing example] about slavery written by Susan B. Anthony. The third primary source is an advertisement for an anti-slavery convention with guest speaker, Susan B. Anthony [speaking example].</p>

	<p>AN ANTI-SLAVERY CONVENTION, for Dutchess County, N. Y., under the auspices of the American Anti-Slavery Society, will be held at WASHINGTON HOLLOW, in the County Fair Building, on Saturday and Sunday, May 16 and 17.</p> <p>Parker Pillsbury, Charles Lenox Remond, Aaron M. Powell, Susan B. Anthony, and others, will address the Convention.</p> <p>There will be two sessions each day, commencing at half-past 10, A. M., and at half-past 2, P. M.</p> <p>Let there be a grand rally of the freedom-loving men and women of 'Old Dutchess,' under the banner of 'No Union with Slaveholders, religiously or politically.'</p>	
<p>What were Susan B. Anthony and Frederick Douglass' goals in regard to The Constitution of the United States?</p> <p>Were these goals achieved?</p>	 <p>The Amendments</p> <ol style="list-style-type: none"> 1. Every citizen has the right to freedom of speech. 2. Every citizen has the right to bear arms. 3. No soldier in time of peace shall be quartered in a private citizens home without consent. 4. Personal property cannot be searched without a warrant. 5. No person must testify against themselves in a court of law. 6. A defendant has the right to a fair and speedy trial. 7. Every trial has the right to a jury. 8. No excessive bail or cruel and unusual punishment. 9. No one shall be denied their basic constitutional rights. 10. Power is to be retained by the states and people. 11. A citizen from one state cannot sue another state in court. 12. Electors will vote for president. 13. Slavery is hereby abolished. 14. Former slaves are legal U.S. Citizens 15. African Americans have the right to vote. 16. Congress shall have the power to levy taxes. 17. Power for electing Senators is taken from state to state. 18. Prohibition - People cannot make, sell or transport liquor. (REPEALED) 19. Women can vote 20. Puts term limits on the president and congress. 21. Repeal of Prohibition 22. Limits President to two terms 23. Women can vote in the District of Columbia 24. Give right to Americans to vote in primaries for public officials. 25. In case president cannot perform duties, Vice-President takes over. 26. 18 year-olds have the right to vote. 	<p>Their goals were to help force the U.S. government to amend the Constitution.</p> <p>Yes, their goals were achieved.</p> <p>Justification: The 13th Amendment to the Constitution ends slavery. The 15th Amendment to the Constitution gives African American men the right to vote. The 19th Amendment to the Constitution gives women the right to vote.</p>
<p>What do you believe people in the United States think about Susan B. Anthony and Frederick Douglass in today's world?</p>	 <p>This is a tradition that has begun in recent years.</p>	<p>In today's world, people respect and honor Susan B. Anthony and Frederick Douglass. There are thousands of monuments, plaques, museum artifacts, preserved primary sources, rituals, commemorative coins, stamps, and awards that serve to remember and honor them.</p>

Appendix E – Expansion Phase Rubric

Name:	Date:		Final Score:	/80
CATEGORY	10 - Mastery	8-9 - Good	6-7 – Improvement Needed	0-5 - Not Yet
OBJECTIVE 1: Students will be able to answer four major research questions, submitting online primary sources as evidence to support responses.				
Student submitted online primary sources that accurately support responses to four research questions				
Student answered four research questions accurately, explaining how selected primary sources support responses as evidence				
OBJECTIVE 2: Students will be able to share results and engage in a Socratic Seminar.				
Student engaged in a whole class discussion and shared their results				
<i>SS: Conduct</i> Patient with differing opinions. Asks for clarification. Brings others into the dialogue. Very focused on the dialogue.				
<i>SS: Speaking</i> Speaks to all participants. Articulate. Takes a leadership role without monopolizing the discussion.				
<i>SS: Reasoning</i> Cites relevant text. Relates topic to outside knowledge and other topics. Makes connections between own thoughts and others'. Willing to take an alternate viewpoint. Asks questions to further dialogue				
<i>SS: Listening</i> Writes comments, questions, and ideas. Builds on others' ideas & gives others credit.				
<i>SS: Preparation</i> Familiar with text. Prepared to discuss major concepts, people, and events. Was well prepared in small discussion groups.				