

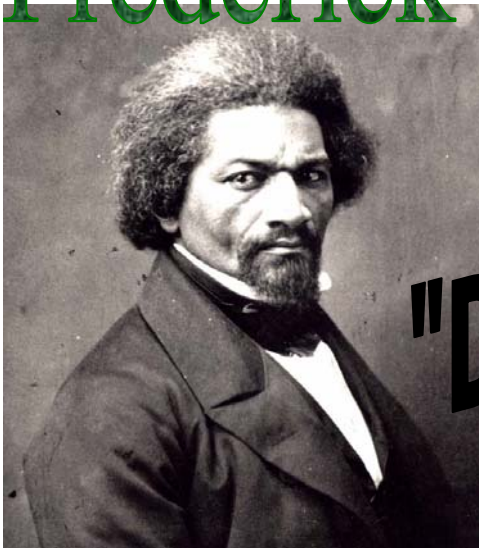
Study Guide

Susan B. Anthony

"Failure is Impossible"



Frederick Douglass



"Determination"

Susan B. Anthony



About the Book:

A group of Rochester students learn a lesson about equality and one woman’s struggle as she fought for the right to vote. A field trip brings the class face to face with Susan B. Anthony in her home. A tour guide plays the role and dresses in a period costume. By the time they leave an understanding of the present is gained through a study of the past.

Character Education Themes	Content Vocabulary	Vocabulary
determination perseverance equality fairness courage initiative decisiveness flexibility alertness availability endurance leadership	freedom hero rights Quakers boarding school injustice determined suffrage prejudice civil rights ignorance independence	imagine demanded amazement gathered famous unfairness manufacturer astonishment interrupted convention eliminate serious convince create

Discussion Questions

- 1) What did Susan B. Anthony mean when she said “Failure is impossible?”
- 2) What is a basic human right? Name some human rights you have.
- 3) Why is having the right to vote important?
- 4) What are some obstacles Susan B. Anthony had to overcome?
- 5) Why are equal rights important?
- 6) What character attributes does Susan B. Anthony possess?
- 7) Why would we call Susan B. Anthony a hero?
- 8) How might history be different if Susan B. Anthony did not stand up for what she believed in?



ELA Activities

Anticipation Guide:

Use before reading content area books to help students activate prior knowledge. The teacher prepares a list of statements about the topic and discusses them with the students before and after reading.

Write a Speech/Persuasive Writing:

Susan B. Anthony gave many speeches. This is an opportunity to study some of the speeches and the significance of their content. Students can then write a speech about something they believe strongly in.

http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=414

Create a Campaign:

Students will create and present a campaign about a related topic or current event that they strongly believe in. Students will learn how to voice their opinions in an effective manner.

Journal:

As you study Susan B. Anthony's life, students can keep a journal of their various feelings and thoughts. The subject matter is very powerful and will evoke emotions and connections from all students in some way.

A Moment in History:

Write autobiographical entry about a moment in history from Susan B. Anthony's point of view.

Cubing:

Students explore a topic from six dimensions or viewpoints. Describe, compare, explain, analyze, apply or argue a topic.

DRTA:

Direct reading thinking activity allows students to be actively involved in reading. This is a prediction activity. The teacher introduces the text, students predict during reading and reflect on their predictions after reading.

Tear and Share:

- Teacher will divide a paper into four numbered sections. Write a different question in each section. The questions should include: factual, inference, analysis, synthesis etc.
- Each student is given a copy of the questions and required to respond to all.
- Students number off 1-4 and divide into groups each consisting of a 1, 2, 3, and 4.
- Tear 4 sections apart-give all 4 answers to question 1 to person number 1 etc.
- Summarize responses to student number.
- Share summary with class.

KWL:

Prereading activity where the teacher charts students' responses about a topic. The K stands for what they already know or think they know. The W is for what they want to know and the L is for what they learned after reading and learning about the topic.

Oral History Questionnaire:

Learn about the changes in women's history from a personal acquaintance or family member. The family member helps us to learn from a more personal perspective how women's rights have advanced in the past.

Biography Study:

Students define a biography and the essential elements.

Discuss/Analyze Famous Quotes:

Teachers will provide quotes or resources for quotes and students will discuss and analyze quotes. Can also be used as a writing prompt.

http://womenshistory.about.com/cs/quotes/a/qu_s_b_anthony.htm

Graffiti Board:

Teacher gathers several books on the subject and allows students to write down quotes, facts or draw pictures related to the topic based on their findings in the text. The students then present what they learned to their peers.

Vocabulary activity:

Choose a target word (same or different for each group) 4-fold (Fogarty)
Working in groups, and using large poster paper, students fold the paper into four corner sections, label a task and give instructions for each section.

LIST 5-10 synonyms	COMPARE (Target word) is like (concrete object) because both
Illustrate	ABC – use alphabet to spark words beginning with every letter to explain target word

Social Studies Activities

Simulation/Role Play:

Students can create a role-play or simulation on the following topics: courtroom, gender and voting.

<http://www.glc.k12.ga.us/news/newsitems/current/celeb/anthony.htm>

Create a Timeline:

Students will create, share and discuss a timeline of important events throughout Susan B. Anthony's life.

<http://www.graceproducts.com/anthony/life.html>

<http://readwritethink.org>

Panel Debate:

Students will participate in a panel debate about female voting rights. Susan B. Anthony will be "Pro" and another person will act as a prominent "Foe" or the con position.

Public Relations Agent:

Choose a team leader or leaders from the class. This person will lead the group in researching biographical information about Susan B. Anthony. Tell the audience what you have learned.

Investigative Reporter:

Lead your group in preparing questions for each side of the debate.

Mapping Activity:

Students will trace the path of Susan B. Anthony's birthplace to Rochester.

Create a Class Bill of Rights:

Discuss the 19th amendment and how it changed life in America. Generate an amendment to the rules in the classroom and discuss how that would change life in the classroom.

Math Activities

Use a Map Scale:

Use a map scale to determine how far it is from Susan B. Anthony's birthplace to Rochester.

Working with the Timeline:

Use the timeline to determine the answers to questions such as: What was Susan B. Anthony's age when she moved to Rochester? What was Susan B. Anthony's age when she attended her first march? How many years was she actively engaged women's suffrage? How many years after the constitution was written did women get the right to vote? How many years after she died was the 19th amendment passed?

Create Word Problems:

Students will create word problems using events in her life.

Resources



<http://susanbanthonyhouse.org>

The official website of The Susan B. Anthony House.

<http://www.in.gov/judiciary/citc/lessons/susan-b-anthony/index.html>

Watch the archived web cast of the production of The Trial of Susan B. Anthony.

<http://www.glc.k12.ga.us/news/NewsItems/Current/celeb/anthony.htm>

A lesson plan for February 15th, Susan B. Anthony Day.

<http://susanbanthony.net/>

This site is from the Museum of History and the Hall of Women. It includes other useful links for research.

<http://content.scholastic.com/browse/article.jsp?id=4973>

An article from Junior Scholastic titled "Susan B. Anthony Dares to Vote!"

http://womenshistory.about.com/cs/quotes/a/qu_s_b_anthony.htm

Quotes from Susan B. Anthony as well as other useful links.

<http://www.graceproducts.com/anthony/life.html>

A detailed timeline of the Life of Susan B. Anthony

<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-famous/anthony1.html>

This site includes background information about SBA and lesson plans including: gender rights simulation, oral history questionnaire and Turn-2-Think.

Related Literature



Susan B. Anthony: Fighter for Women's Rights (Ready-to-Read. Level 3)

by Deborah Hopkinson and Amy June Bates (**Paperback** - Oct 25, 2005)

Susan B. Anthony: A Photo-illustrated Biography (Photo Illustrated Biographies)

by Lucile Davis (**Paperback** - Aug 1999)

Susan B. Anthony: Fighter for Freedom and Equality (Biographies) (Biographies)

by Suzanne Slade and Craig Orback (**School & Library Binding** - Jan 30, 2007)

Susan B. Anthony (First Biographies (Capstone Paperback))

by Martha E. H. Rustad (**Paperback** - Aug 2000)

Easy Reader Biographies: Susan B. Anthony: Fighter for Women's Rights (Easy Reader Biographies) by Carol Ghiglieri (**Paperback** - April 1, 2007)

Frederick Douglass



About the Book:

When a young boy named Josh struggles to have a good day in school, Frederick Douglass visits him in a daydream. He is reminded of the trials and tribulations Douglass went through as a slave child in order to succeed. As Josh learns a significant lesson concerning the importance of reading he starts to turn his day around. When he shares his new knowledge with the class, everyone learns a valuable lesson about education and determination.

Character Education Themes	Content Vocabulary	Vocabulary
determination fairness courage self control perseverance loyalty responsibility orderliness initiative decisiveness flexibility alertness availability endurance leadership	abolitionist reformer slavery North Star free papers	passionate annoyed embarrassed seized hesitantly gasped opportunities risk devised illegal rebellious injustice credible publishing fascinating disbelief courageous

Discussion Questions

- 1) What personal qualities would you like to be remembered for?
- 2) How does education relate to freedom?
- 3) How will strong skills in reading, writing, and speaking make your life better?
- 4) What would your life be like if you were not allowed to receive an education?
- 5) What makes Frederick Douglass a hero?
- 6) Demonstrate what Josh did when his book bag fell open and the contents spilled out.
- 7) Why was Jasmine annoyed when Josh dropped his books?
- 8) Compare Josh's attitude about school with Frederick Douglass'
- 9) Mr. Freeman and Josh both had trouble with reading. What can be done to improve your reading skills?
- 10) Compare Jasmine's work habits with her brothers.
- 11) Explain why Frederick Douglass chose to live in Rochester. What was Rochester known for?
- 12) What was the name of the newspaper Frederick Douglass published? What was its purpose? Who was his audience?



ELA Activities

5+1 Sensory Chart:

As the teacher reads aloud various stories of the childhood of Frederick Douglass, students can record words to describe feelings using each of the 5 senses along with emotions (the 6th sense).

Illustrate one aspect of Frederick Douglass' life:

Write a newspaper article defending freedom from an abolitionist's point of view.

Story & Song:

Read "The Drinking Gourd" book and sing "Follow the Drinking Gourd" song. Discuss meaning as a class.

Biography Study:

Prepare a paper with a slave figure in the middle. (one paper for each small group of 2-3 students) Surround figure with speech bubbles which reflect 5 senses:

I listened.... I watched.... I ate.... I felt.... I smelled....

Discuss/Analyze this Inspirational Quote:

Use the website below to obtain a quote. Discuss the inspiration behind the quote.

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/douglass>

Social Studies

Create a Timeline:

Students will create, share and discuss a timeline of important events in Frederick Douglass' life.

www.frederickdouglass.org/douglassbio.html

www.library.rochester.edu/rbk/douglass

Study of the Underground Railroad:

Students and teacher will visit a local home used as part of the under ground railroad system. Teacher will discuss, clarify and ask questions about a documentary on the under ground railroad. Students, using pencil and paper, will write interesting and pertinent facts describing how the under ground railroad worked.

- The Underground Railroad documentary projected on computer Children can pretend that they are a slave trying to escape by clicking on various possible escape routes. They move from the south to Rochester, New York, and eventually Canada where they are safe. www.nationalgeographic.com/railroad (could be done as a class with projector or individually on computer)
- Show maps with projector of various routes taken by underground escapees (slaves) Discuss. www.cr.nps.gov/hr/travel/underground/routes.htm
- Study other abolitionist - Film net flix.com title: Underground Railroad (1999) not rated depicts Harriet Beecher Stowe, Frederick Douglas, William Lloyd Garrison and Harriet Tubman
- Underground Railroad History 1780-1862. A people and events story www.pbs.org/wgbh/aia/part4/4p2944.html

Study of Slavery:

- Using masking tape outline a small slave ship on classroom floor. Invite 20-30 children to crown into the space and turn out the lights. The children will hold wrists and hands behind their backs and try to stay still as the teacher tells the detailed story of their kidnapping from their African village, travel to the slave traders' port and subsequent chaining into the lower hole of the ship. Play music that had stormy seas and thunderstorms in the background. "LaMer" could be borrowed from the music teacher. RMSC has a similar activity.
- Alternate suggestions-life on a plantation: learning to read when it was against the law: publishing a newspaper.

- Seat children in front of a large chart and record pre-knowledge (“WIAK: “what I already know”) of slavery in America. Who? When? Why? Where? Leave the chart, with the appropriate responses, displayed for all to see and reflect upon.
- Prepare a paper with an outline of a person in the center for each pair of students. Surrounding the figure in speech bubbles: “I listened..., I watched... , I ate..., I felt...” Have skill building partners discuss and record, what they think would realistically occur on the slave ship during the voyage and how the slave might talk about his / her experience.
- Ask the children to choose five words that would best describe a slave voyage. Have the children explain why they chose their group of descriptive words. And/or choose a critical thinking response: “How would you respond to the inhumane/harsh conditions of a slave ship?”
 - I would refuse to eat and resist any help from the slave traders or any other captured Africans.
 - I would try to organize a revolt by the Africans against the slave traders, even though I knew I probably get killed.
 - I would try to maintain my strength and survive the voyage.

Use responses as journal entries or act out.

Map Skills:

Students will be provided an outline map of the eastern United States.

- Label the names of the states
- Identify the route taken by Frederick Douglass and other slaves when escaping from bondage.
- Define Compass Rose. Students will draw and label it.
- Locate the cities and states in which Frederick Douglass lived when he was an adult.

Math

Calendar Math:

How did the slaves keep track of time (days/weeks)? Students should do the research using the internet or various books.

Recipes of the Time Period:

Read excellent overview about soul food. Choose recipes.

www.lynnescountrykitchen.net

Map Scale:

Using a map, made to scale, explain concept of scale, students use rulers to determine approximately how far Frederick Douglass traveled in order to reach freedom. Teacher needs to find a map of the North Eastern United States. Students could also use the Rochester Freedom Heroes Frederick Douglass book, particularly the chalkboard facts.

Science

Astronomy, The North Star:

Students will study the significance of the North Star as it applies to the Underground Railroad. Read: The Drinking Gourd by F. N. Monjo. Learn and sing the song.

Students will discuss why the North Star is used as a guiding light.

www.indians.org/welker/northsta.htm

Students will discuss why he named his newspaper the North Star.

www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/douglass/leader_1

Fine Arts

Games of the Time Period:

Children can research and play games from the 19th century. Games such as graces, checkers, cup and ball, cloth ball and hoop and stick.

Songs of the Underground Railroad:

Children can sing songs and interpret their meanings. They can discuss why music was so important to many slaves. Use the website below.

<http://www.appleseedrec.com/underground/sounds.html>

Role Play:

Students will play the role of one aspect of Frederick Douglass's life. Teachers should encourage self-reflection - "how do I do this?" and "what does it mean to act as another person?" Students can also think about their own beliefs, knowledge and values and in turn compare how they will display Frederick Douglass's beliefs, knowledge and values

Reader's Theater:

Reader's Theatre is an activity in which students, while reading directly from scripts, are able to tell a story in an entertaining form, without props, costumes, or sets. This is a *reading* activity that helps to build fluency while incorporating drama. Students are not asked to memorize their lines.

RESOURCES

www.library.rochester.edu/rbk/douglass

The Frederick Douglass project by Rochester scholars. The scholars have digitized all the Douglass materials-including correspondence, photographs, and copies of his newspapers.

http://www.motivation-tools.com/youth/frederick_douglass.htm

A narrative on the power of self-education by Frederick Douglass.

www.nps.gov/frdo

A website of the National Park Service with links to a virtual tour of the home of Frederick Douglass. There are also additional links to information about the life of Douglass.

www.frederickdouglass.org/douglass_bio.html

A short biography of Frederick Douglass.

<http://www.nps.gov/history/museum/exhibits/douglass/>

This exhibit features items owned by Frederick Douglass and highlights his achievements. There are quotes, photos, and an image gallery with useful documents to use with document based questions.

http://www.quotationspage.com/quotes/Frederick_Douglass

This site contains some memorable quotes by Douglass.

http://www.brainyquote.com/quotes/authors/f/frederick_douglass.html

More useful quotes to spark discussion or writing responses.

<http://www.shepherd.edu/transweb/douglass.htm>

This site includes a few photos of places from the Douglass' childhood with descriptions.

<http://www.patriapress.com/douglassre.html>

A link to a useful webquest.

<http://memory.loc.gov/ammem/doughtml/doughome.html>

A compilation of the Frederick Douglass papers at the Library of Congress.

<http://www.appleseedrec.com/underground/sounds.html>

Songs of the Underground Railroad including audio samples.

www.indians.org/welker/northsta.htm

North Star – did the slaves learn from the Indians?

www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/douglass/leader_1

Newspaper - The North Star.

www.lynnescountrykitchen.net

period recipes - excellent overview about soul food

www.nationalgeographic.com/railroad



Documentary – experiential – students escape from south to Rochester

www.cr.nps.gov/hr/travel/underground/routes.htm

Routes taken by underground escapees (slaves)

www.netflix.com

title: Underground Railroad (1999)_Study other abolitionist

www.pbs.org/wgbh/aia/part4/4p2944.html

History 1780-1862

Related Reading



[A Picture Book of Frederick Douglass \(Picture Book Biography\)](#)

by David A. Adler and Samuel Byrd (**Paperback** - Oct 1995)

[Frederick Douglass \(History Maker Bios Series\)](#)

by Catherine A. Welch

[Escape to Freedom : A Play about Young Frederick Douglass](#)

by Ossie Davis

[Frederick Douglass Fights for Freedom](#)

by Margaret Davidson