LDC **Literacy Design Collaborative**

What is the Fourth of July to the Slave?

⭐ TASK ⭐ LADDER

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On July 5, 1852, former slave and abolitionist Frederick Douglass delivered what was to become one of the most historic speeches of the 19th century at an Independence Day commemoration sponsored by the Rochester Ladies' Anti-Slavery Society in Rochester, NY.

In this module, students will perform a close-read of Douglass' 1852 oration. Students will focus on the themes raised by Douglass in regards to a nation who allowed slavery while celebrating the ideals of liberty and freedom. Students will address Douglass' thematic question, "What is the Fourth of July to a Slave?," by contrasting the 4th's implications regarding the speeches' various audiences.

Before beginning the module, students should have an understanding of the sectional conflicts and tensions of the period (1850s); as well as a biographical sketch of Frederick Douglas.

This module is designed for a deep dive into a key speech by a famed American orator on a truly central issue. It is organized to take roughly five hours or six fifty-minute periods. It was created as part of the Summer 2013 Social Studies Design Jam and is shared with special thanks to the Kentucky Education Association for the use of their Lexington facilities.

GRADES	DISCIPLINE	COURSE	PACING
6 - 8	🌐 Social Studies	☰ U.S. History/Civics	🕐 5hr

Section 1: What Task?

Teaching Task

Task Template 23 - Informational or Explanatory

What is the Fourth of July to Frederick Douglass? After reading excerpts from Douglass' speech, write an essay in which you compare his analysis of perspectives of free and enslaved Americans on Independence Day. Support your discussion with evidence from the text(s).

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.6

Focus

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

WHST.6-8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.9

Focus

Draw evidence from informational texts to support analysis, reflection, and research.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Civ.8.6-8

Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

D2.Civ.10.6-8

Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Civ.13.6-8

Analyze the purposes, implementation, and consequences of public policies in multiple settings.

D2.Eco.3.6-8

Explain the roles of buyers and sellers in product, labor, and financial markets.

D2.His.3.6-8

Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.4.6-8

Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.13.6-8

Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

D4.5.6-8

Critique the structure of explanations.

Kentucky Core Academic Standards - Social Studies

investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

- analyze how exploration and the settlement of America caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and the impact this had on the United States prior to Reconstruction
- describe events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century; analyze how America's diverse society developed as a result of these events
- explain how the ideals of equality and personal liberty (e.g., rise of individual rights, economic freedom, religious diversity) that developed during the colonial period were motivations for the American Revolution and proved instrumental in forging a new nation
- describe how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction
- compare the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War
- evaluate how advances in science and technology contributed to the changing American society in the United States prior to Reconstruction

Texts

📄 **What to the Slave Is the Fourth of July?, Douglass' Speech (specific text used)**

Student Work Rubric - Informational or Explanatory Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	**2**	**3**	**4**
Controlling Idea	Presents an unclear or unfocused controlling idea.	Presents a **general** controlling idea that **addresses the prompt**, with an **uneven focus**.	**Presents and maintains a clear** controlling idea that addresses **all aspects** of the prompt.	Presents and maintains a clear and **specific** controlling idea that addresses all aspects of the prompt and **takes into account the complexity of the topic**.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the controlling **and supporting ideas**. **Consistently** cites sources with **minor formatting errors**.	Includes **well-chosen** details, examples, and/or quotations from sources that **support** the controlling and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is **minimal** or **contains minor errors**.	**Accurately** explains ideas and source material and **how they support the controlling idea**.	**Thoroughly** and accurately explains ideas and source material, **using reasoning** to support **and develop** the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	**Groups ideas and uses some transitions** to connect ideas, with **some lapses in coherence or organization**.	**Groups and sequences** ideas to **develop the controlling idea**. Uses transitions **to clarify the relationships among ideas, concepts, and information**.	Groups and sequences ideas **logically** to develop the controlling idea **and create cohesion**. Uses **varied** transitions to clarify the relationships among ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	**Errors** in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are **sometimes inappropriate** to the audience and purpose.	**Consistently applies** standard English conventions; **minor errors**, while noticeable, **do not interfere** with the clarity of the writing. Uses language and tone **appropriate to the audience and purpose**.	Consistently applies standard English conventions, **with few errors**. Demonstrates **varied syntax** and **precise word choice**. **Consistently** uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

On July 5, 1852, former slave and abolitionist Frederick Douglass delivered what was to become one of the most historic speeches of the 19th century at an Independence Day commemoration sponsored by the Rochester Ladies' Anti-Slavery Society in Rochester, NY. In this module, students will perform a close-read of Douglass' 1852 oration. "What is the Fourth of July to a Slave?," by contrasting the 4th's implications regarding the speeches' various audiences. Before beginning the module, students should have an understanding of the sectional conflicts and tensions of the period (1850s); as well as a biographical sketch of Frederick Douglass.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

SCORING EXPECTATIONS: Ability to understand and explain what will count as a strong response to the teaching task prompt.

Reading Process

DETERMINING CENTRAL IDEAS: Ability to determine central ideas or information of a primary or secondary source.

EXTRACTING EVIDENCE: Ability to draw evidence from informational texts to support analysis reflection, and research.

ANALYZING A POINT OF VIEW: Ability to identify aspects of a text that reveal author's point of view or purpose.

Transition to Writing

SUMMARIZING: Ability to provide accurate summary of a source distinct from prior knowledge or opinions.

Writing Process

DEVELOPMENT: Ability to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

REWRITING : Ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**SHORT CONSTRUCTED RESPONSE** **Quick-Write** The Fourth of July is often referred to as "Independence Day." In a quick write, write your first reaction to the questions: What does independence mean to you? List what being independent means to you. Other students your age? Does it mean the same to other groups? Your parents?	None	• Discuss student responses. Introducing the full task before quick-write may cause students to create inferences from task prompt instead of prior knowledge.
30 mins	**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.	**SHORT CONSTRUCTED RESPONSE** **Quick-Write** Share your first thoughts and first questions about the task	None	● Link this task to earlier class Full task will be introduced and discussed (including timetable). ● Content (Task should follow content that introduces the sectional conflicts of the period). ● Clarify timetable and support plans for the task.
10 mins	**SCORING EXPECTATIONS**: Ability to understand and explain what will count as a strong response to the teaching task prompt.	**SHORT CONSTRUCTED RESPONSE** In your own words, what are the important features of a proficient response to this prompt?	Student work meets expectations if it: ● Restates some key features of the rubric.	● Pass out individual rubric to each student. ● Identify or invite students to identify key features of rubric. ● Create a classroom list.
Reading Process				
1 hr	**DETERMINING CENTRAL IDEAS**: Ability to determine central ideas or information of a primary or secondary source.	**NOTES: ANNOTATED TEXT** **3 Rounds of Annotating** Round 1 ● Make pencil-in-hand annotations of page 1 of the text. Round 2 ● Annotated Text (Page 2 and top of 3) Make pencil-in-hand annotations of pages 2-and the top of page 3 of the text, stopping at	Student work meets expectations if: Round 1 ● Pencil-in-hand annotations are used to summarize, emphasize, paraphrase, question, and relate to the text as well as make connections to the task prompt.	Round 1: ● Have students read the first page once silently just to get the main sense of what it includes ● Pencil-in-hand reading is just another term for "annotating." Students should underline or highlight key phrases, identify parts of the text that raises questions, and make notes in the margin. ● Demonstrate the process using the first three paragraphs. ● Assign students to work in pairs to annotate the rest of page 1. ● Conduct class discussion to draw out examples of what they annotated and puzzle through questions they generated. Round 2:

	the words "The Present." Round 3 ● Annotated Text (Page 4-8.) Make pencil-in-hand annotations on pages 4-8.	Round 2 ● Pencil-in-hand annotations are used to summarize, emphasize, paraphrase, question, and relate to the text as well as make connections to the task prompt. Round 3 ● Pencil-in-hand annotations are used to summarize, emphasize, paraphrase, question, and relate to the text as well as make connections to the task prompt.	● Have students read pages 2 and 3 silently once, then annotate as pairs again. ● From the class, draw out examples of what they annotated, and invite the class to puzzle through trying to answer any questions their classmates generated. Round 3: ● Preview the remaining text by having students read aloud the first sentence of each paragraph. (This discourages students from bogging down on the very difficult page 3 transition.) ● Have students annotate again starting at the top of page 4.
15 mins	**EXTRACTING EVIDENCE**: Ability to draw evidence from informational texts to support analysis reflection, and research.	**NOTE-TAKING** Listen to excerpts of the speech being read aloud, making notes about any point of interests that you did not identify in your close reading.	• Notes contain "points of interest" and supporting details and/or evidence	Numerous excerpts of the speech being read by celebrities (Danny Glover, James Earl Jones, Morgan Freeman, etc.) can be found on YouTube.
Not provided	**ANALYZING A POINT OF VIEW**: Ability to identify aspects of a text that reveal author's point of view or purpose.	**SHORT CONSTRUCTED RESPONSE** Eight Great Questions Use the text and your close-read annotations of the text to analyze and answer the worksheet questions	● Answers are accurate and complete. ● Key ideas are explained.	● This constructed response should allow students to identify how Douglass aligns himself with his audience while distinguishing his point of view from theirs. ● That larger question may be used at the end of the assignment to lead classroom discussion as a wrap-up activity.
	Additional Attachments: 📄 **Eight Creat Questions**			
15 mins	**ANALYZING A POINT OF VIEW**: Ability to identify aspects of a text that reveal author's point of view or purpose.	**SHORT CONSTRUCTED RESPONSE** How does Douglass' image of July 4th change from the beginning of the text to the end? Explain using quotations from the text.	● Answers are accurate and complete. ● Key ideas are explained	● Students will use the text and their close-read annotations of the text to analyze the following question about Douglass' organization of speech ● Students should identify transitions in the speech such as Douglass' transition from talking about the past (i.e. American Revolution) to talking about the present (i.e. slavery).
Transition to Writing			

| 50 mins | SUMMARIZING: Ability to provide accurate summary of a source distinct from prior knowledge or opinions. | ELEVATOR SPEECH Plan and deliver give a quick overview of what you have learned, deliverable in 90 seconds (the length of an elevator ride). | It captures several major features of Douglass's speech. It fits in the allotted time. | Note: This will allow students to talk about their research before beginning to write. This allows students an opportunity to organize their thoughts, make sense of the text, and get feedback from their audience.

Many students need time to think and talk about their research before they can write. Pushing them to get a draft done without allowing for this often leads to plagiarism. Elevator speeches are great opportunities to transition to the writing phase.

Allow students five minutes to make notes in preparation for their speeches.

Depending on the student's speech, it may be time to do additional research, refine the topic, or begin drafting the essay. |

Writing Process

| 1 hr | DEVELOPMENT: Ability to develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | LONG CONSTRUCTED RESPONSE **First draft** Write an initial draft (essay) that answers the teaching task. Use your notes from the Reading Process to organize and complete your draft. | It provides draft with all parts. It supports with some evidence | Encourage students to re-read teaching task partway through writing to check that they are on track. |
| 30 mins | REWRITING : Ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | LONG CONSTRUCTED RESPONSE Close-Reading Using skills obtained earlier in the module, perform a "close-read" of your initial draft looking for mistakes, unsupported claims, and breakdowns of thought. Turn in annotated draft as a final draft. | Annotations clearly correct syntax mistakes, unsupported claims, and breakdowns of thought. | Students will annotate their own drafts of the essay. Make photocopies of all student drafts to be used for annotating. Annotated student work may seem odd as a final product, but it can be an indicator of mastery of the task as well as demonstrating a student's mastery of close-reading skills. Allowing students to use annotations to create a final revised student product could be added as an extra assignment or homework assignment. |

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Some thoughts on excerpting the speech: Douglass's full speech was more than twice as long as the excerpt used here. In choosing what to assign, the main goal was to preserve the sudden change in tone and focus in the middle, from friendly patriotism to fiery denunciation. Working backward from that pivot, the excerpt keeps a coherent chunk showing a speech about independence. Working forward, the excerpt goes on long enough to allow just one of Douglass's detailed descriptions of slavery in action and his personalization of it as part of his own early life. From that beginning to that ending, only two paragraphs have been deleted. In short, a key goal was to allow students to see the switch in tone and focus on the way Douglass delivered it.

What is the Fourth of July to the Slave?

All Attachments

📄 **What to the Slave Is the Fourth of July?, Douglass' Speech (specific text used) :**
https://s.ldc.org/u/96zuuj5nzelzm5f3bs0z4mrrz