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| **Abolition Movement**  |
| *Abolitionists in the 1800’s used various forms of media to advertise and advance their ideas, with the written word being the most common.*  |

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| **Directions: Read the background on Frederick Douglass, then read the document mentioned. Use the analysis questions on the next page to guide your analysis of the primary source document.**  |

**Background Information on the Authors & Readings**

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| **Author**  | **Background**  | **Excerpted** **Primary Source** |
| **Frederick Douglass**  | Frederick Douglass was born into slavery in Maryland. He served multiple masters and was separated from family and loved ones throughout his time as a slave. In his 20’s, after many failed attempts, he escaped to New York, eventually settling in Massachusetts where he worked for both religious and abolitionist organizations. Fortunate to learn literacy skills as a young man, Douglass developed great skill with the written and spoken word as a freed man. He travelled from city to city, penning editorials, essays, and books as well as delivering passionate abolitionist speeches. His speech, “What to the Slave is the 4th of July?” was delivered on July 5, 1852. It is widely considered to be one of the most powerful & influential speeches of the abolitionist movement.  | [Frederick Douglass's "*What to the Slave is the 4th of July?"*](https://docs.google.com/document/d/1duGa4N7dAs4CSkQnlkO9MKEkU7KYMDRwNPpsFnodCgg/edit?usp=sharing) |
| **Harriet Beecher Stowe**  | Harriet Beecher Stowe grew up in New England in a family of ministers and church leaders. At the time, it was rare to be an educated woman, however Harriet’s sister, Catharine, was a strong advocate for women’s education and ensured that her siblings, regardless of gender, learned to read and write. Stowe wrote over 30 books from novels to picture books to books filled with advice on child rearing. Of all of Stowe’s books, the abolitionist tale *Uncle Tom’s Cabin* was the most popular and earned her a place amongst literary greats. In the novel, she explores the story of a slave named Tom, who grapples with the ideas of running away to a free state, and the morality of the institution of slavery that bounds him to his masters. The final chapter outlines Stowe’s personal beliefs on slavery and her support for abolition movements.  | [Harriet Beecher Stowe's "*Uncle Tom's Cabin*](https://docs.google.com/document/d/1duGa4N7dAs4CSkQnlkO9MKEkU7KYMDRwNPpsFnodCgg/edit?usp=sharing)  |

**Analysis of the Writing** - Read the selections excerpted and answer the following analysis questions:

*What to the Slave is the 4th of July?*

1. In part one of his speech, who does Frederick Douglass suggest earned their freedom?
2. What do you think are the principles in the Declaration of Independence that Frederick Douglass is referring to? [*Hint: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”]*
3. According to the first three lines of part two, does Douglass feel included in the celebrations of freedom? Why or why not?
4. According to Frederick Douglass, why has America never looked blacker to him than on the 4th of July?
5. According to Frederick Douglass, what to the slave is the 4th of July?
6. What document provides Douglass with hope? Why does he find hope in this document? Explain two of his reasons.
7. How does Frederick Douglass use the founding principles of America to build an argument against slavery?
	1. Is it a persuasive argument?
8. How do you think Frederick Douglass’s experiences as a former slave impacted or shaped his arguments or claims in this speech?

*Uncle Tom’s Cabin*

1. What law prompted Stowe to write this book?
2. What was she trying to accomplish with this novel?
3. What doesStowe mean when she writes, *“And does not the slave system, by denying the slave all legal right of testimony, make every individual owner an irresponsible despot?”*
	1. What is Stowe saying about what slave owners become after practicing and participating in the institution of slavery?
4. Who does Stowe blame, the South, the North, or both? What is her reasoning behind this?
5. How does Stowe use Christianity to support her arguments against slavery?
	1. Is it a persuasive argument?
6. Explain the final paragraph of Stowe’s chapter in your own words. What does it mean?
7. How do you think Harriet Beecher Stowe’s background as an advocate for women’s rights, and a daughter of church leaders, influence her argument or claims?

**Comparing and Contrasting**

Part 1 - Venn diagram - To begin a deeper analysis, complete the Venn Diagram below that compares and contrasts the writing of Harriet Beecher Stowe and Frederick Douglass.  *Define their arguments using this venn diagram. Pay close attention to and specifically analyze the similarities and differences in their abolitionist arguments. Are they using similar or different reasons to argue against slavery?*

Harriet Beecher Stowe

Frederick Douglass