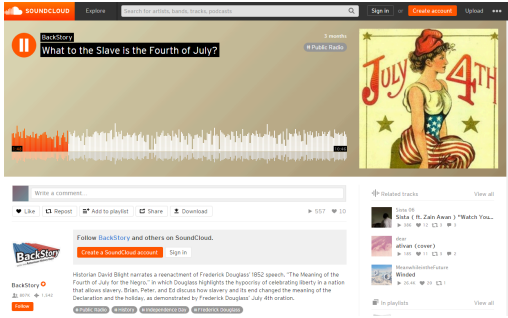

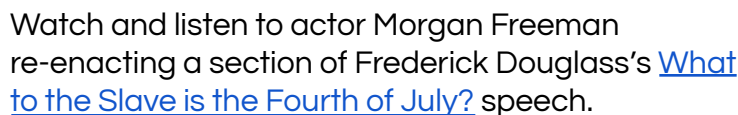
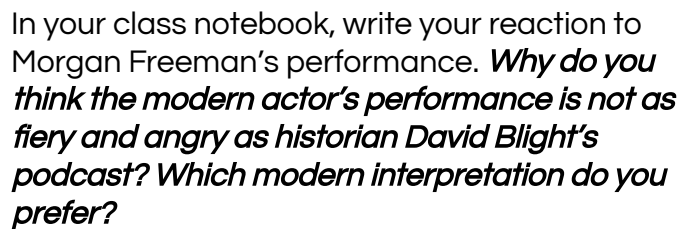
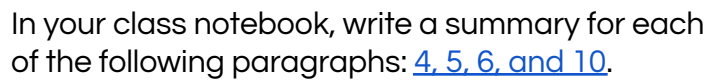
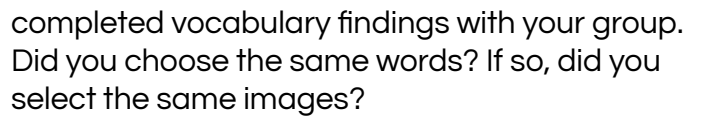


# What to the Slave is the Fourth of July?

Please delete these directions once you are ready to use and/or modify this hyperdoc. Share this document (What to the Slave is the Fourth of July HyperDoc) and Frederick Douglass Project with your students in Google Classroom as a "View only" document. Assignment #001 can be shared as "Make a copy for each student." #002 can be a teacher-directed [Close Read](#) or [digitized worksheet](#). I have listed [objectives](#) for "What to the Slave is the Fourth of July" as my district requires. The objectives are updated each day.

Content Objective	Language Objective	Social Objective
Evaluate the motive of the podcast media .  <a href="#">SL.8.2</a>	Summarize your handwritten notes from the podcast and then evaluate the media's impact motives using the following sentence frame:  The podcast/webpage was a better resource because _____.	Verbally share your notes with your group.

Explore	Write Notes
 <p>Listen to <a href="#">Historian David Blight's Backstory reenactment</a> of Frederick Douglass' 1852 speech "The Meaning of the Fourth of July for the Negro."</p> <p>Read the brief explanation of the <a href="#">historical context</a> posted on the Mass Humanities Website.</p>	<p>In your class notebook, take notes as you listen to the Backstory podcast and read the Mass Humanities Website.</p> 
Explain	Vocab, Summaries, & Questions
<p><a href="#">Read Part 1: A Fourth of July Oration</a> of What to the Slave is the Fourth of July.</p>	<p>As you read this eloquent and difficult text, complete <a href="#">#001 Vocabulary for "What to the Slave is the Fourth of July"</a> chart.</p> <p>Select one vocabulary word and its image to add to the class Google Slides. Verbally share your</p>



Continue adding unknown words to the [#001 Vocabulary for "What to the Slave is the Fourth of July"](#) chart.

Select one vocabulary word and its image to add to the class Google Slides. Verbally share your completed vocabulary findings with your group. Did you choose the same words? If so, did you select the same images?



●

●

●

## #002 Close Read for Frederick Douglass Part 2

Finally read [Part 3 - Reasons for Hope](#)



Continue adding unknown words to the [#001 Vocabulary for "What to the Slave is the Fourth of July"](#) chart.

Select one vocabulary word and its image to add to the class Google Slides. Verbally share your completed vocabulary findings with your group. Did you choose the same words? If so, did you select the same images?

●

●

●

Answer [#002 Guiding Questions for Frederick Douglass](#) Part 3

## Apply

## Demonstrate Your New Knowledge



Open [Frederick Douglass Project](#) and select a medium to demonstrate what you have learned as you studied the 1852 speech *What to the Slave is the Fourth of July?*