**Teacher’s Guide to Activity 2: Frederick Douglass the Collector**  
  
Overview

Students build on Activity #1 by using their chronology of Frederick Douglass’s life to explore the significance of his collection. Students will use archeological artifacts viewed on or downloaded from SketchFab.

Before Class

Activity #2 uses 3D modeled replicas of artifacts from Frederick Douglass’s collection. Teachers may have students use computers or tablets to view the files, or may opt to download and print the replicas.

Option A: Direct students to the SketchFab website and have them load the artifacts from Frederick Douglass’s collection.

<https://sketchfab.com/search?q=tag%3Afrederickdouglass&sort_by=-likeCount&type=models>

Option B: Ahead of class, download and print the four artifact replicas from the SketchFab website. If printing the 3D replicas from the SketchFab website, follow these directions:  
1. Go to the SketchFab website. Search the Frederick Douglass tags or for find the Frederick Douglass folder.

2. Click the download tab for each file.  
3. If printing on site open the model in printer software. If the file is a polygon file or another non compatible file you will need to download MeshMixer and export to an STL format.  
4. Check the model for any problems.  
5. Add filament to printer and print.

Preparation for Activity

Explain to students that the artifacts they are observing are copies of original artifacts found at the Frederick Douglass National Historic Site. 3D printing gives students anywhere in the world access to the Frederick Douglass collection. They are able to handle and study the artifacts without having to visit the site, or can spin them around using computer technology online.

Provide context for understanding the significance of the artifacts to Douglass. Academic pursuits and collecting was not an activity that every day, working class people, and especially African Americans, at this time were able to do; instead, it was generally a hobby for white, wealthy, and upper class people.

Ask students to think about souvenirs that they have collected. Do they collect anything at home? What do the collections mean to them? Can you learn anything from those collections? How do their collections connect with the chronology of their lives? What do the collections tell about what they value and believe?

Explain that in this activity, the students will think like archeologists by closely examining artifacts in comparison with their historical context to infer their meaning. Have students use rulers, pencils, and paper to record their observations.

* Measure the artifacts’ size.
* Describe the artifacts’ shapes.
* Identify the materials.
* Hypothesize sources for the artifacts based on Douglass’s chronology. Where did the artifacts come from? Who made them?

Discussion

Talk about what students can infer from the data. For example, would each one have been something easily carried? How would you hold the artifact? How do the artifacts represent moments in Douglass’s life? How do they reflect what he valued and believed?