**Teachers Guide to Activity #3: An Interview with Frederick Douglass**

Overview

Students will apply what they have learned about Frederick Douglass through creating a chronology and analyzing replicas of artifacts from his collection. They will write questions for an interview with Douglass and use evidence to answer them.

Preparation for Activity

Explain to students that, using their chronologies and artifact analyses, they will create questions for an interview with Douglass. Create small groups of students and allow them to identify who is writing the questions and who is answering them in Douglass’s voice.

It may be helpful for students to have a few guiding questions to get their creativity started. Below are a few questions and answers.

* What could Douglass learn from these artifacts? *(He would have learned about past cultures technologies, the manufacturing to make these artifacts, who may have used them.)*
* What do the artifacts mean to him? *(Collecting artifacts we don’t use every day or have never seen before was an opportunity for him to learn.)*
* Why would someone keep these artifacts? *(He may have kept them for further study or to share with his family and friends.)*
* What does he use them for? *(He would not have used these for their original purpose, they were most likely kept to study or teach with. He could teach about the cultures associated with the artifacts, such as indigenous people or the other cultures he encountered in Haiti)*

Discussion

Lead students in a discussion. Ask questions such as: What can we learn about Frederick Douglass from examining the material he kept throughout his life?

How can archeologists and historians use artifacts to learn about individuals and communities? Can we apply Frederick Douglass’s value for education and his inspiring curiosity for his environment to our everyday lives?