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Let's Learn More Backpack—Grade 5

This sample includes the following:

Let's Learn More Activity Book

- What Should Fifth Graders Know? (2 pages)
- Guiding Questions (1 page)
- Reading (4 pages)
- Spelling (1 page)
- Writing (2 pages)
- Mathematics (1 page)
- Problem Solving (1 page)
- Social Studies (1 page)
- Science (1 page)
- Game (1 page)
- Mindfulness (1 page)
- Technology (1 page)
- Hands-on Activities (1 page)
- Project-Based Learning (1 page)

Reader Sample (31 pages)

Additional backpack resources
not included in this sample:

- Parent Tip Card
- Ebook Library Access Card

To Create a World ⁱⁿ which
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What Should Fifth Graders Know?

What key literacy and mathematics concepts are covered in the *Let's Learn!* series?

Literacy

- ▶ **Read** and **answer questions** about **texts**.
- ▶ Determine the **meaning** of **words** and **phrases** used in a text.
- ▶ Determine the **main ideas** of a text and identify **key details**.
- ▶ **Quote accurately** from a text when explaining meaning.
- ▶ Write **informative** and **opinion** paragraphs and **narratives**.
- ▶ Practice reading and writing **spelling words**.
- ▶ Use correct **punctuation** and **capitalization**.
- ▶ Identify **adverbs** and **adjectives**.
- ▶ Identify different types of **verbs**.
- ▶ Identify **conjunctions** and **pronouns**.
- ▶ Identify **prepositional phrases** and **proper nouns**.
- ▶ Identify the **subject** in sentences.



¿Qué deberían saber los estudiantes de quinto grado?

¿Qué conceptos importantes de lectoescritura y matemáticas abarca la serie *¡Aprendamos!*?

Lectoescritura

- ▶ **Leer** y **responder preguntas** sobre **textos**.
- ▶ Determinar el **significado** de las **palabras** y las **frases** usadas en un texto.
- ▶ Determinar las **ideas principales** de un texto e identificar los **detalles clave**.
- ▶ **Citar** con **precisión** partes de un texto para explicar lo que dice.
- ▶ Escribir párrafos **informativos**, de **opinión** y **narraciones**.
- ▶ Practicar **destrezas fundamentales**.
- ▶ Usar correctamente la **puntuación** y las **mayúsculas**.
- ▶ Identificar **adverbios** y **adjetivos**.
- ▶ Identificar distintos tipos de **verbos**.
- ▶ Identificar **conjunctiones** y **pronombres**.
- ▶ Identificar **frases preposicionales** y **sustantivos propios**.
- ▶ Identificar el **sujeto** en las oraciones.

Mathematics

- ▶ Fluently multiply and divide **multi-digit whole numbers**.
- ▶ Identify **equivalent fractions** and **decimals**.
- ▶ Fluently add, subtract, multiply, and divide to **solve word problems**.
- ▶ Interpret **graphs** and **charts**.
- ▶ Calculate **area**, **perimeter**, and **volume**.
- ▶ Identify **attributes** of **polygons** and classify **quadrilaterals** based on their **properties**.
- ▶ Use **line plots** to display measurements in **fractions**.
- ▶ Measure **angles** and identify their **properties**.
- ▶ **Convert measurement units** within a given system to solve word problems.
- ▶ Divide **fractions**.
- ▶ Describe the position of points on a **coordinate plane**.
- ▶ Add, subtract, multiply, and divide **decimals**.



Matemáticas

- ▶ Multiplicar y dividir de manera fluida **números enteros** de **varias cifras**.
- ▶ Identificar **fracciones equivalentes** y **decimales**.
- ▶ Sumar, restar, multiplicar y dividir de manera fluida para **resolver problemas verbales**.
- ▶ Interpretar **gráficos** y **tablas**.
- ▶ Calcular **área**, **perímetro** y **volumen**.
- ▶ Identificar los **atributos** de los **polígonos** y clasificar los **cuadriláteros** según sus **propiedades**.
- ▶ Usar **diagramas de puntos** para mostrar medidas en **fracciones**.
- ▶ Medir **ángulos** e identificar sus **propiedades**.
- ▶ **Convertir unidades de medida** de un determinado sistema para resolver problemas verbales.
- ▶ Dividir **fracciones**.
- ▶ Describir la posición de los puntos en un **plano de coordenadas**.
- ▶ Sumar, restar, multiplicar y dividir **decimales**.

Guiding Questions

Unit 1: Extreme Weather
What causes extreme weather?

Unit 4: Travel
Why do we like to travel?

Unit 2: Writers
What makes a great writer?

Unit 5: Conservation
How can we protect our wildlife and lands?

Unit 3: Emergencies
How can we be prepared for emergencies?

Unit 6: American Revolution
How did the American Revolution change history?

Preguntas orientadoras

Unidad 1: Fenómenos meteorológicos extremos
¿Qué origina los fenómenos meteorológicos extremos?

Unidad 4: Viajar
¿Por qué nos gusta viajar?

Unidad 2: Escritores
¿Qué convierte a alguien en un gran escritor?

Unidad 5: Conservación
¿Cómo podemos proteger nuestros animales silvestres y las tierras?

Unidad 3: Emergencias
¿Cómo podemos prepararnos para las emergencias?

Unidad 6: La Revolución estadounidense
¿De qué manera cambió la historia la Revolución estadounidense?

Natural Disasters

by Diana Noonan

People fear natural disasters. But some natural disasters can be predicted. When people are ready for them, lives can be saved.

Hurricane Katrina

Hurricanes are strong tropical storms. Hurricane Katrina was one of the worst natural disasters to ever hit the country. It began as very bad weather on August 23, 2005. It then turned into a tropical storm. On August 29, Katrina hit New Orleans. It had become a strong hurricane.

Hurricanes can cause **storm surges**. This is water that is pushed toward the shore by hurricane winds. New Orleans is a city built near the sea. Much of the city is below **sea level**. **Levees** had been built to hold the seawater back.

On Sunday, August 28, the mayor of New Orleans ordered people to leave the city. About one million people left, but many people stayed.

When the hurricane hit New Orleans, storm surges broke levees. The city was severely flooded. Many people were stuck on the roofs of their houses. Some people were even trapped in their attics. There was a lot of damage to the city, and it was hard for rescue crews to reach people.

Many people found shelter at a sports stadium called the Superdome. But it was also badly damaged. The storm ripped two holes in its roof. Floodwaters rose and people had to leave the Superdome. Finally, the whole city was **evacuated**.

Although there was a lot of damage, the predictions helped. Hundreds of thousands of lives were saved because people were able to prepare.



Continued



Reading

Natural Disasters *(cont.)*

Oklahoma Tornado Strike

Tornadoes are rotating columns of air. They reach down to the ground from thunderstorm clouds. Tornadoes can strike with little warning. The high winds damage homes and other buildings. People get badly hurt and die each year due to tornadoes. On May 3, 1999, Oklahoma had its worst tornado in history.

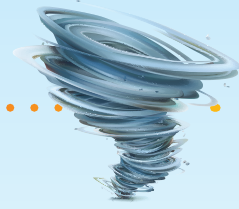
That day was hot and **humid** in Oklahoma. **Meteorologists** thought there was only a slight risk of storms. But, by 4:15 p.m., the first severe thunderstorm warning was made. By 4:47 p.m., it became a tornado warning. Winds up to 80 miles per hour (129 kilometers per hour) were predicted.

At around 7:00 p.m., the weather service said that a large tornado would hit Oklahoma City. People were warned to take shelter or leave the city. At 7:31 p.m., a strong tornado ripped its way through the city. It damaged or destroyed 8,000 buildings in the state. Forty-six people died.

The National Weather Service was able to predict where the tornado would hit. Many people were able to leave the area or seek shelter. This saved many lives.



Directions: Write a sentence to show the meaning of each vocabulary word.



1 evacuated: _____

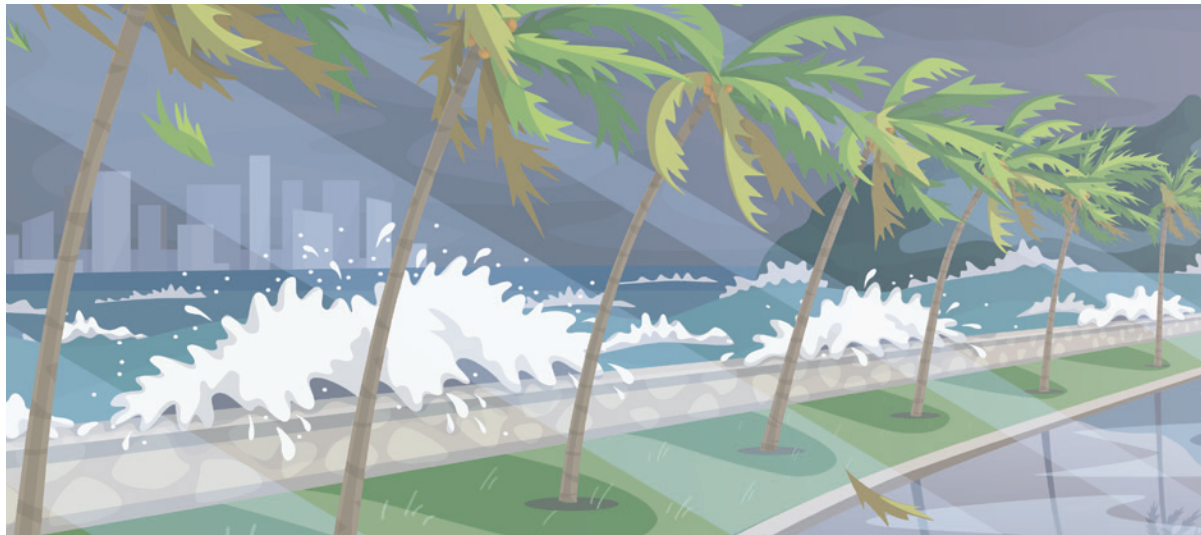
2 humid: _____

3 levees: _____

4 meteorologists: _____

5 sea level: _____

6 storm surges: _____



Directions: Use the text on pages 13–14 to compare and contrast hurricanes and tornadoes. Then, respond to the prompt.

Hurricanes	Both	Tornadoes

- 1 Explain how weather predictions were able to save lives in New Orleans and Oklahoma City.

Name _____ Date _____

Directions: The prefix *com-* means “with” or “together.” Write each word in printing and in cursive. Think about how the prefix affects each word’s meaning.

1 communicate

2 comparison

3 combine

4 companion

5 committee

6 commission

7 completely

8 community

9 compete

10 common

ABC

Spelling

Directions: Imagine you are trapped in a blizzard. There is snow everywhere, and you are the coldest you have ever been. Add sensory details to the graphic organizer to describe the experience.

.....

I see...

I smell...

I feel...

I hear...

I taste...



Directions: Imagine you are trapped in a blizzard. Write a narrative describing your experience. Use your notes on page 23 to help you.



Edit and Revise

Be sure to check that your writing:

- is very descriptive.
- includes sensory details.
- paints a picture with words for the reader.

Directions: Solve each problem.

- 1 Complete the input/output table. Look for a pattern, and write the rule.

Input	1	2	3	4	5	6
Output	6	12				

- 2 Sherri pays \$4.50 for 25 trading cards. What is the cost of each card?

- 3 There are 6 balls. Half of the balls are blue. One ball is red. The rest are green. What fraction of the balls are green?

- 4 Complete the input/output table. Look for a pattern, and write the rule.

Input	1	2	3	4	5	6
Output	4	8				

- 5 A class of 25 students is making necklaces. Each necklace has 30 beads. How many total beads are needed if every student in the class makes one necklace?

- 6 Nicole has 5 times as many stickers in her sticker collection as her sister. Her sister has 32 stickers. How many stickers does Nicole have?

- 7 Mitch dog-sits for the family next door. They pay him \$3.00 per day. If they go on vacation for 2 weeks, how much money will Mitch earn?

- 8 Jackie left home at 3:15. She spent 15 minutes walking to the movie theater. The movie lasted $2\frac{1}{2}$ hours. Then, she walked home. What time did she arrive back home?



Directions: Read and solve the problem.

Evaluate each expression. Then, determine which expressions are less than 0.8, equal to 0.8, or greater than 0.8.

8×10^1

0.8×10^1

0.08×10^2

0.08×10^3

$80 \div 10^1$

$80 \div 10^3$

0.008×10^1

0.008×10^3

$0.8 \div 10^1$

0.8×10^2

$800 \div 10^2$

$800 \div 10^3$

- 1 Write the expressions in the correct section of the table.

Less than 0.8	Equal to 0.8	Greater than 0.8

- 2 What helped you determine where to write each expression?

Directions: Extreme weather can cause major damage to homes and cities. It can be very expensive to recover and rebuild. Research a major hurricane that happened in the last 10 years. Then, answer the questions.

Name of Hurricane: _____

Date: _____ **Location:** _____

1 What were the major impacts of this hurricane?

2 What needed to be repaired or rebuilt?

3 How much did the relief effort cost?

4 How did the hurricane affect businesses in the area?

5 How could city leaders plan ahead for disasters like this in the future?



Directions: Follow the steps in this experiment to discover the properties of a mixture.



What You Need

- warm water • sugar • teaspoons • salt
- 4 plastic cups • sand • strainer • dirt

What to Do

- 1 Place about a teaspoon of salt in the first cup, sand in the second cup, sugar in the third cup, and dirt in the fourth cup.
- 2 Fill each cup halfway with warm water. Stir each mixture. Describe what happens to each cup.

salt cup

sugar cup

sand cup

dirt cup

- 3 Use the strainer to pour the liquid out of each cup. What is left over in the cups?

salt cup

sugar cup

sand cup

dirt cup

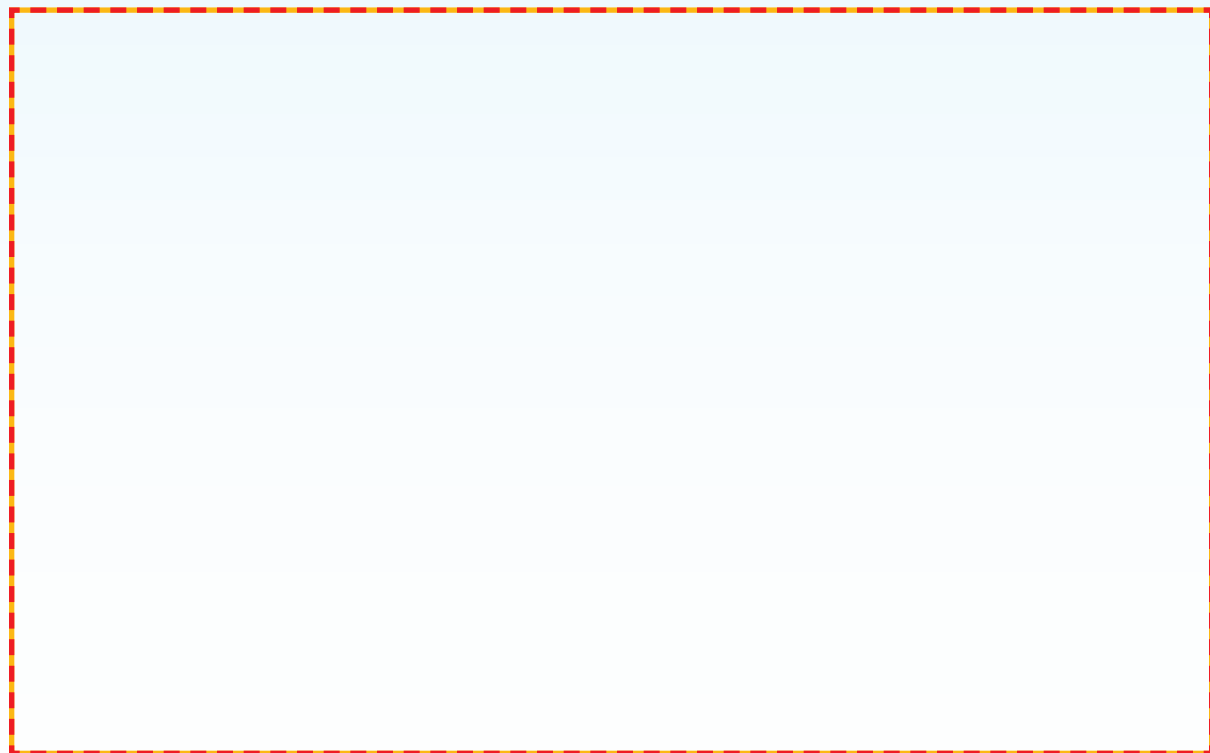
Directions: Play with a partner. Use small objects to mark your places. Take turns rolling a number cube. Move the number of spaces that you roll. If you land on a space with words, say a fact and an opinion about the topic. The first player to the finish wins.



Name _____ Date _____

Directions: Emotions can sometimes feel like extreme weather. They can feel out of control. Write and draw about a time you were extremely upset. Then, write three things you can do to calm down the next time you feel that way.

.....



- 1 _____
- 2 _____
- 3 _____



Directions: Go to the *Crash Course Kids* YouTube channel. Watch the video about severe weather.

.....

Severe Weather: Crash Course Kids

tcmpub.digital/LLM/5/unit1

- 1 Write five facts you learned about severe weather.
- 2 Use an app, such as Canva or Google Docs, to create a brochure or flyer to show what you learned.
- 3 Add the facts that you recorded to your brochure or flyer.
- 4 Add images to support your facts.
- 5 Email your brochure or flyer to a friend.

Directions: Focus on your well-being with these hands-on activities. Choose at least two to complete.

Staying Healthy

Have an adult help you make a healthy and tasty smoothie. Put some fresh or frozen fruit and veggies in a blender. Add yogurt or juice. Put the lid on the blender, and turn it on. Watch the food blend. If there is enough liquid, it might make a tornado shape! Then, enjoy your healthy treat.

Amazing Art

Tornadoes have a very recognizable shape. Use cotton balls to create a sculpture of a tornado. Look at a photo for inspiration. You might need some kind of internal structure to help it stay vertical.

Making Music

Some types of extreme weather, such as hurricanes and tornadoes, are mentioned in many songs. Find an example and listen to the lyrics. Is the weather a symbol for something else? Tell someone about your interpretation of the song.

Getting Active

Create a weather-themed game or sport. Select a type of extreme weather. Then, create rules that will help you act out that type of weather during your game. Teach the game to some friends, and have fun playing!



Emergency Plan

Overview

Guiding Question: How can we be prepared for emergencies?

Directions: Create an emergency plan.

- 1 Think about what people need to know about weather-related emergencies and natural disasters. Use these questions to help you. Write your initial ideas on this page.
 - What is a common extreme weather emergency where you live?
 - What is a common natural disaster emergency where you live?
 - What do great leaders do before, during, and after emergencies?
 - What can you do to prepare for these emergencies?
 - What supplies should you have ready in case of an emergency?
 - How can you explain these ideas to others?
- 2 Complete the activities on each page.
- 3 Present your plan to a community leadership board.

These websites may help you conduct your research.

The American Red Cross: How to Prepare for Emergencies

tcmpub.digital/LLM/5/pbl1

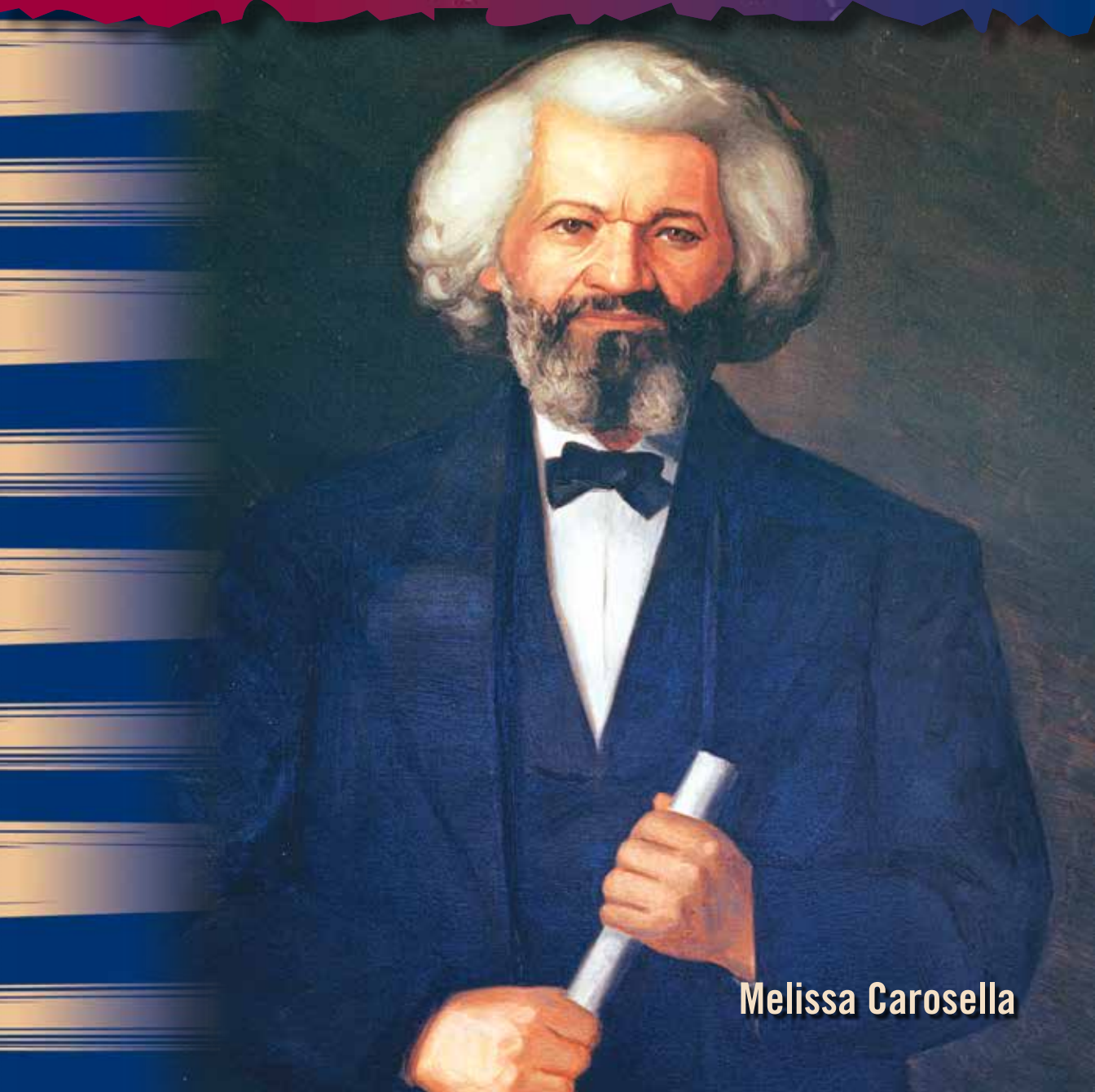
Ready.gov

tcmpub.digital/LLM/5/pbl2



Frederick Douglass

Leader of the Abolitionist Movement



Melissa Carosella

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A Lifetime of Work

The people stood up and clapped. They were so **impressed** by what they had heard! It was 1841, and a young man named Frederick Douglass had just told 500 people about his life as a slave.

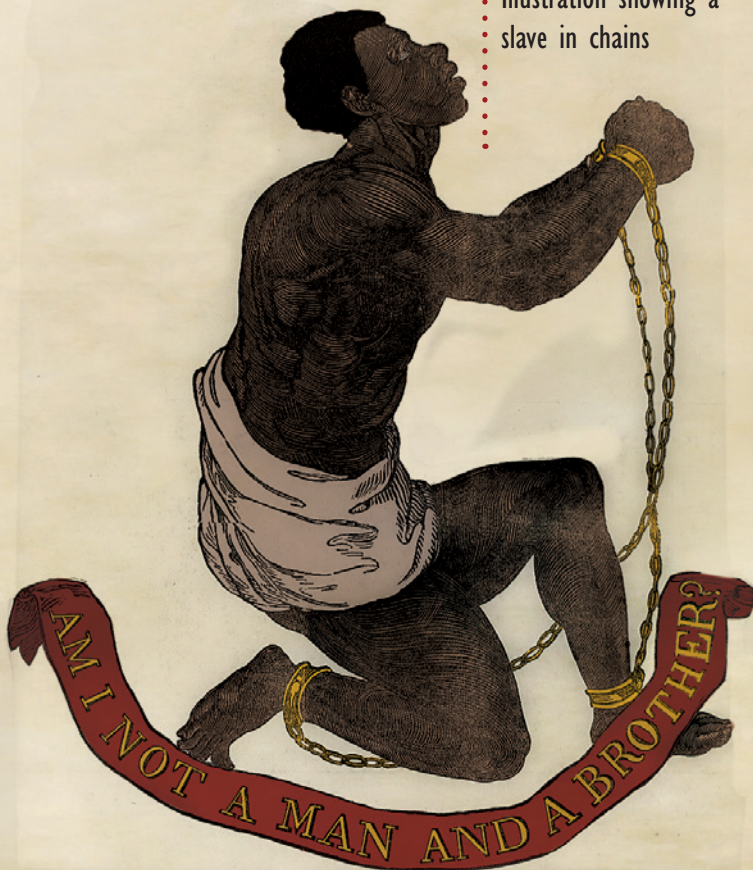
When he was a child, his family was torn apart by slavery. Slave owners hurt him. He saw how awful slavery was. He worked hard to end slavery. He wanted all slaves to be free, including himself.

Douglass began giving speeches that told people what slavery was like. He was living proof that slaves were people and not **property**. He **published** his own newspaper. He wrote books about his life. Douglass even became friends with President Lincoln!



⋮ Douglass meeting with President Lincoln

• Illustration showing a
• slave in chains



A New Name

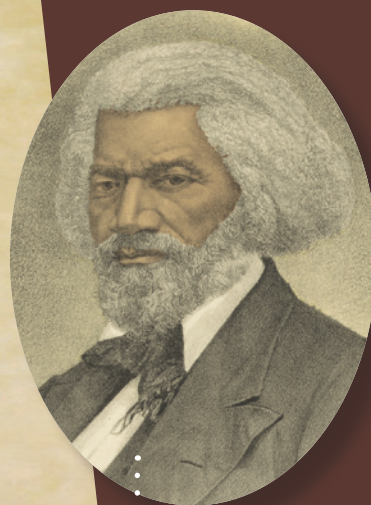
He was born Frederick Augustus Washington Bailey. But, after he escaped to New York in 1838, Douglass changed his name. He did not want his master to find him. From that day on, he was known as Frederick Douglass.

Speak Up!

Some slave owners lied and said that slavery was not as bad as people thought. They said that they took good care of their slaves and treated them well. But slaves who ran away told different stories. They hoped their true stories would help teach people about the evils of slavery.

Throughout his life, Douglass fought against slavery. He wanted to help all African Americans. He thought African Americans deserved equal treatment. He did everything he could to help them reach **equality**.

Frederick Douglass was born a slave, but he died a free man. He helped stop slavery and gave African Americans a chance at a better life.



• Frederick Douglass

.....
A son is taken
from his mother
and sold.



Growing Up a Slave

How Old Am I?

When slaves were born, their owners did not record their births. No official records were kept. Because of this, many slaves did not know the year they were born or how old they were.

Left Alone

One of the worst things about slavery was that families could not always stay together. Slave owners could sell their slaves whenever they wanted. Many masters did not worry about their slaves' feelings. They only cared about making money.

Born into Tragedy

Frederick Douglass was born in a slave cabin in Maryland. He was most likely born in 1818, but the exact year of his birth is not known. Douglass's mother was a slave named Harriet. It is not known who his father was. Some people believe Douglass's father was a white man and maybe even his owner.

Before Douglass turned a year old, his mother was sent to work on another farm miles away. She was not allowed to visit him. It was against the rules. Douglass only saw his mother a few times after she was sent away. He did not remember much about his mother. She died when Douglass was only seven years old.

Douglass was taken care of by his grandparents when he was young. Their names were Isaac and Betsey Bailey. Douglass loved his grandmother dearly.

When Douglass was about eight years old, his grandmother was ordered to take him to another farm on the **plantation**. Douglass was now old enough to start working. It was a long walk to the farm. When they got there, Douglass could not believe all the activity. Everyone was busy, and it was very loud. He wanted to go back with his grandmother. But when he went to find her, she was gone. Douglass was left all alone. Douglass's grandmother did not want to leave him, but she had to do what her master told her to do.



⋮ Slaves hard at work on a plantation

A New Outlook on Life

In 1825, Douglass was given to a new master. He was forced to leave the plantation and move to the city of Baltimore. He lived there with his old master's relatives, Hugh and Sophia Auld. Douglass liked living in the city. It was during this time that he learned to read. He also met **abolitionists** (ab-uh-LISH-uh-nists). These were people who thought slavery was wrong and worked to end it.

When Douglass first arrived, Sophia was nice and caring toward him. He had never been treated that way by a white person. She started teaching Douglass the alphabet. When she saw what a quick learner he was, she started to teach him how to read. But then things began to change for Douglass.



• Mrs. Auld teaches a young Douglass the alphabet.

Back to the Plantation

When Douglass was 15 years old, Sophia died. Douglass was then given to Thomas Auld and had to go back to the plantation. Douglas did not want to return to plantation life, but he had no choice.

While Douglass was in Baltimore, he was allowed to go places by himself. His new master did not like Douglass's newfound spirit. He thought Douglass was spoiled and needed to be reminded that he was a slave.

Thomas hired Edward Covey. Covey was a **slave breaker**. A slave breaker was someone who was hired to beat, starve, and work slaves until they gave up all hope of a better life.

For almost a year, Douglass suffered greatly. He was given very little food. He was worked too much. He was beaten severely. Douglass began to give up hope.

Then one day, Douglass found the courage to fight back. He hit Covey. This was very dangerous. Slaves were never allowed to hit white people. But Covey could not tell anyone about the fight because then people would know he could not control his slaves. Covey never hit Douglass again.



.....
A slave fights back.

Back to Baltimore

In 1836, Douglass was sent back to Baltimore to live with Hugh Auld again. At first, Douglass was lent out to an owner of a shipyard. He became an assistant to all the shipbuilders.

Life was better than it had been on the plantation, but it still was not easy. One day Douglass was beaten by white men who were **racists** (RAY-sists). They were angry they had to work with a slave. Douglass almost lost an eye in the fight.

After the beating, Douglass went to work in Hugh's shipyard. It was here that Douglass learned a **skilled trade**. He **caulked** ships. This means he filled the cracks and seams of the ship so that water would not leak in.



• Douglass worked in a shipyard like this one.

Slaves escaped to freedom using the Underground Railroad.



Train to Freedom

Many slaves ran away in the hope of finding freedom. One way slaves escaped was by using the **Underground Railroad**. The Underground Railroad was a big secret. People helped slaves escape to the North along special routes. People called **conductors** (kuhn-DUKH-torz) guided the slaves. One of the most famous conductors was a woman named Harriet Tubman. She led nearly 300 slaves to freedom.

While in Baltimore, Douglass began to meet free African American men who earned their own livings. These men **inspired** Douglass. He wanted a life of freedom, too. Douglass also met Anna Murray at this time. Her parents had been slaves, but she was free. The two fell in love.

Douglass's master started to grow **suspicious** (suh-SPISH-uhs) that Douglass was learning about freedom. One night, the two men had an argument. Douglass knew he had to escape soon if he was ever going to be free.



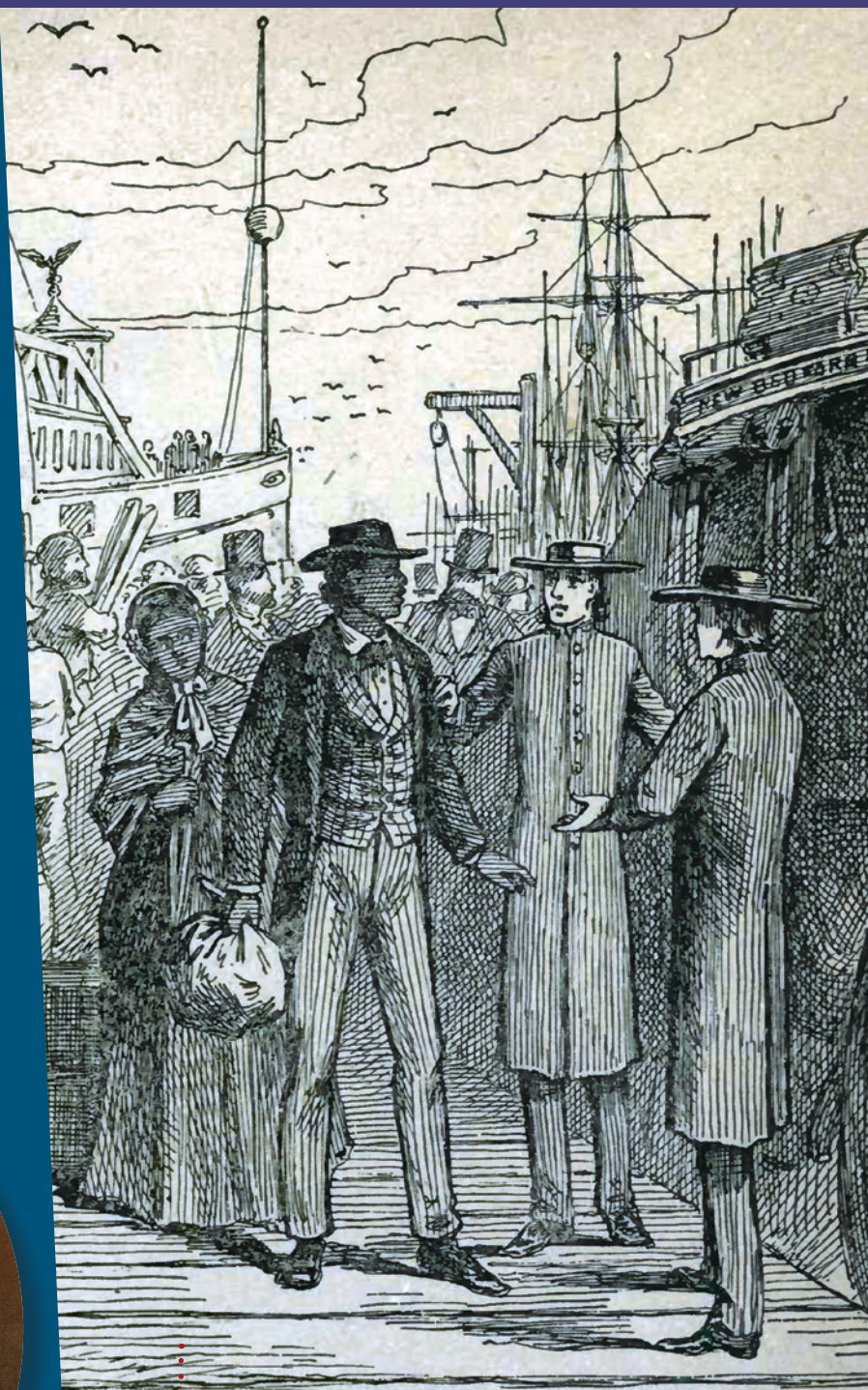
Harriet Tubman

Helping Others

The Douglasses helped other slaves whenever they could. Their house was even a stop on the Underground Railroad. Anna was known to get up in the middle of the night to fix food for slaves who were escaping to Canada.

Why Douglass?

When the Douglasses arrived in New Bedford, the Johnson family helped them get settled. It was Mr. Johnson who gave Douglass his new name. Douglass needed a new name so that his master would not find him. Mr. Johnson was reading *Lady of the Lake* by Sir Walter Scott. He named Douglass after a knight in the book.



• Douglass and his wife Anna shortly after their marriage

• Sir Walter Scott

A New Beginning

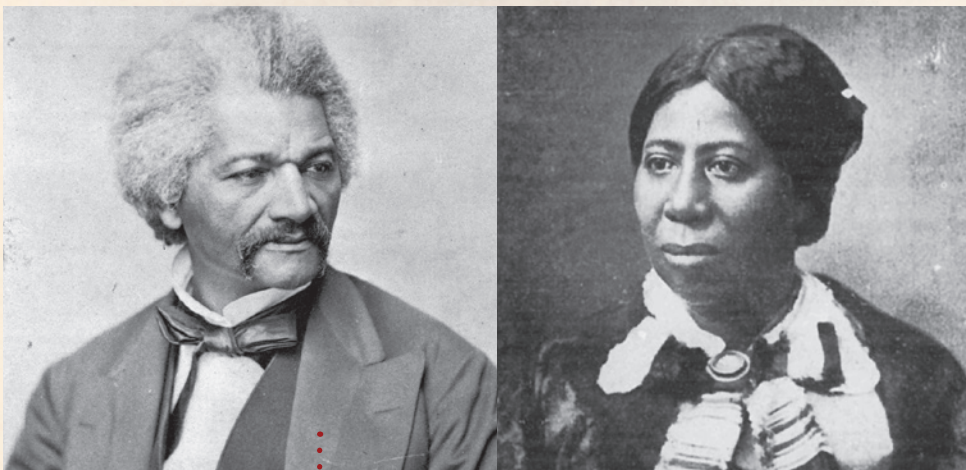
Douglass Escapes to Freedom

In 1838, Douglass secretly boarded a train headed for New York. When he arrived in the city, he could not believe he was free.

Douglass was excited and scared. He was excited to be free but he also felt nervous. He had never been to New York City. He had no place to live and no food to eat. He did not know anyone. He was scared to talk to people. What if he got caught and was sent back to his master? But then Douglass met someone who offered to help him.

Douglass met David Ruggles (RUHG-uhlz). He was a free African American. He gave Douglass a safe place to stay. While staying with Ruggles, Douglass wrote to Murray and asked her to join him in New York. She did, and the two got married.

The Douglasses then moved to New Bedford, Massachusetts. In New Bedford, Douglass performed various jobs at the docks and was paid for his work. Douglass was finally making money. Anna was, too. She did laundry for other people. She also worked in a shoe factory. Frederick and Anna were happy. They were married for 44 years and had five children together.



••• Frederick and Anna Douglass

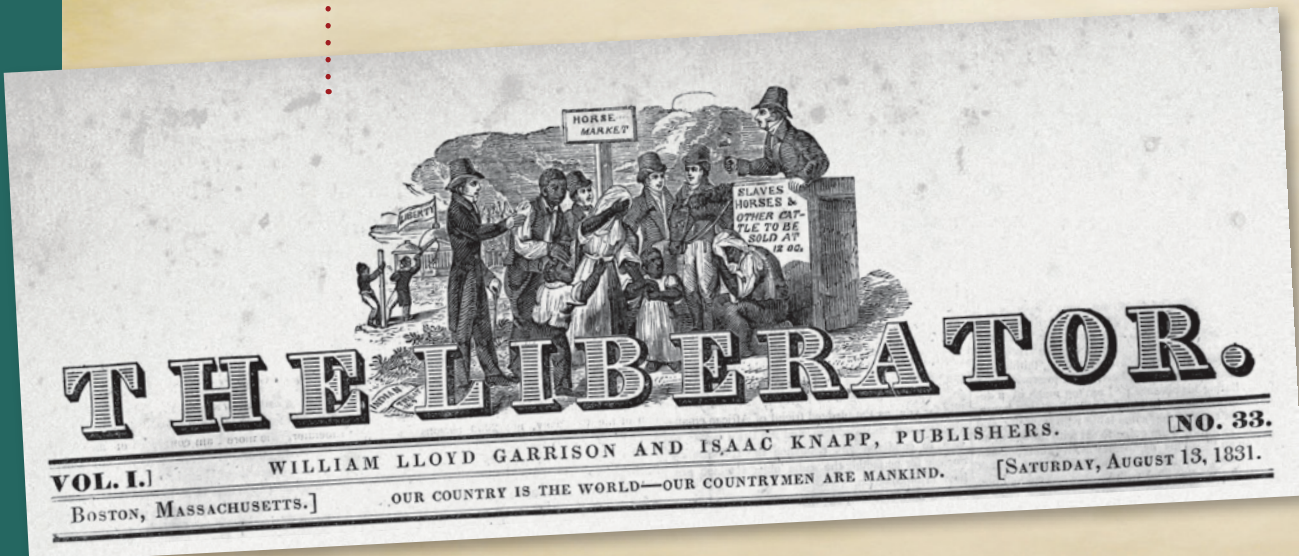
Time To Speak Out

The Douglass household did not have much money. Both Frederick and Anna worked hard and saved as much as they could. But there was one thing that Douglass did buy every week that changed his life. It was called *The Liberator*.

The Liberator was an abolitionist newspaper published by William Lloyd Garrison. Garrison was a famous abolitionist. He had been trying to end slavery for years. Garrison started his newspaper in 1831, seven years before Douglass escaped slavery.

Douglass and Garrison met at an antislavery meeting in 1841. Garrison was impressed with Douglass's story. He asked Douglass to join him at another meeting in Nantucket, New York.

• William Lloyd Garrison's famous abolitionist newspaper



Spreading His Ideas

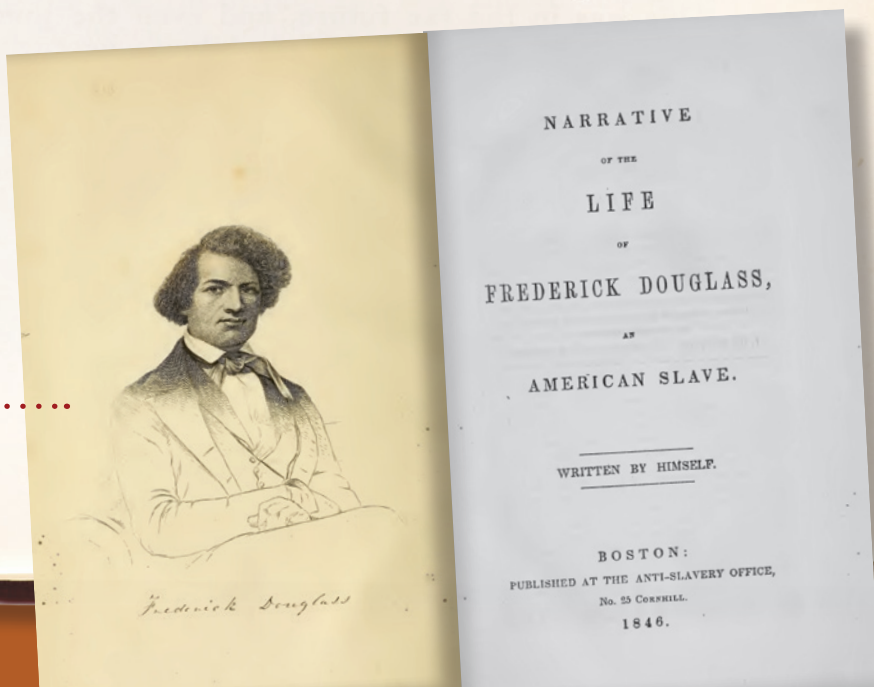
Douglass believed that if people knew how horrible slavery was, they would fight to end it. In 1845, Douglass decided to write an **autobiography**. It was called *Narrative of the Life of Frederick Douglass, An American Slave*.

Douglass's friend Mr. Garrison wrote the introduction for the book. Garrison told readers that Douglass's story was true and that Douglass wrote the book himself. Many white people found it hard to believe that an African American could write so well.

When Douglass's book came out, it was a big success. It sold over 30,000 copies. Douglass was worried his old master would find him because the book was so popular. Douglass's friends told him that he should go visit Ireland and England. This way, he would be safe.

While in England, a great thing happened. English abolitionists purchased Douglass's freedom from his old master. Douglass was now legally free!

.....
The title page of
Douglass's book



A Friend in Trouble

In 1847, Douglass became friends with abolitionist John Brown. He helped Brown raise money to stop slavery. Brown hated slavery. He thought it was a sin. He would do whatever it took to end slavery. Brown thought violence was needed. But Douglass thought **politics**, not violence, could stop slavery.

In 1859, Brown started planning a slave **revolt**. He was hoping this one revolt would lead to a number of revolts throughout the South. Douglass asked Brown not to go through with this plan. Douglass was afraid the plan would not work and would anger the government.

Brown did not listen to Douglass. In October of 1859, Brown broke into an **armory** (AR-muh-ree) full of guns in Harpers Ferry, Virginia. He wanted to steal the guns and give them to slaves.

.....
Douglass gives a speech at an antislavery meeting honoring Brown's death. Police and an angry mob try to break up the meeting.



John Brown



Why Did They Think Douglass Was Involved?

John Brown had been planning the raid on Harpers Ferry for months. He wrote about the plans in letters to Douglass. Some of the letters were found. The letters were written proof that Douglass knew about the plan.

The Trial

Brown was put on trial for his raid on Harpers Ferry. Some people thought he had gone crazy. Others thought what he did was brave. The court found Brown guilty of **treason, conspiracy, and murder**. He was hanged on December 2, 1859.

When the townspeople saw what Brown was doing, shots were fired. More than 17 men were killed. Brown was arrested and taken to prison.

Douglass was giving a speech when he found out Brown's plan had failed. He knew that he was in danger of being punished, too. People would think that Douglass helped Brown plan the attack because they were friends. Douglass quickly left for Canada so he would not be arrested.



Helping with the War

Douglass Finds Soldiers

In 1860, Abraham Lincoln was elected the 16th president of the United States. But the states would not stay united for long. The South did not like Lincoln. Southerners thought he wanted to end slavery. So they decided to make their own country. Lincoln did not want this. He thought the country should remain united as one. This is how the Civil War began.

The Civil War started in 1861. The North was called the Union. The South was called the Confederacy. The North fought to save the Union and to keep the country together. The South fought for the right to break apart from the union and keep their slaves.

There were many bloody battles during the war, and many soldiers died. Douglass knew the Union needed more soldiers. He thought African Americans should be able to join the army and help.

.....
Battle at
Fort Wagner



African American Civil War soldiers



One day, the governor of Massachusetts was given permission to organize a military unit consisting of African Americans. Douglass offered to help. He **recruited** African American soldiers. Douglass even recruited his own sons, Lewis and Charles. In no time, the 54th Massachusetts Infantry **Regiment** was formed. The regiment won its first battle on July 18th, 1863, at Fort Wagner. This battle showed white Union soldiers that they needed African American soldiers to help them win the war.

Only Seven Dollars!

African American soldiers were paid only \$7 a month to fight for the Union. White Union soldiers made almost twice that amount. The 54th Massachusetts Infantry Regiment served for a year without pay. They wanted to make a statement that unequal pay for white and African American soldiers was unfair.

Harriet Helps, Too

Harriet Tubman is famous for her hard work on the Underground Railroad. But she also helped during the Civil War. She recruited African American soldiers to fight in the war. She also served as a nurse and helped wounded soldiers.

Liberia

Some people thought the solution to slavery was to move to Africa. In the early 1820s, the American Colonization Society started sending free African Americans to the western coast of Africa. Eventually, the country of Liberia was formed.

Just in Case

In 1864, the Civil War was not going well for the North. Lincoln was afraid the North would lose the war. He asked Douglass to make a plan to help slaves escape if the North lost the war. Douglass wrote about his plan in a letter to Lincoln. The plan was never needed.

Meeting the President

Douglass wanted slavery stopped. He wanted all slaves to be free. But President Lincoln only wanted to stop slavery from spreading to new states.

Douglass and Lincoln also disagreed about the purpose of the Civil War. Lincoln saw the war as a way to save the country from breaking apart. Douglass saw the war as a way to end slavery. But, Douglass still had hope that Lincoln would end slavery. Then, on January 1, 1863, Lincoln issued the Emancipation Proclamation. It was the first step toward freeing slaves in America.



.....
Abraham Lincoln



• Freed slaves crossing into Union territory following the Emancipation Proclamation

The Emancipation Proclamation said that any person held as a slave in any of the Southern states was now free. But the slaves in the border states were not freed. Border states were the slave states that bordered the free states. Even though Lincoln had not freed all the slaves, Douglass was still hopeful that everyone would soon be free.

In 1863, Douglass got to meet with Lincoln at the White House. Douglass was impressed with the president. He found him to be an honest and trustworthy man. Lincoln and Douglass worked together during the Civil War. Douglass offered the president advice.

Hate Groups

Not all people were happy about African Americans being free. Some people started hate groups. The Ku Klux Klan (KKK) is one of those groups. The groups wanted to scare African Americans away from voting and using their new rights.

Women's Suffrage

The fight to change the law to allow women to vote was called the Suffrage Movement. Douglass was a big supporter of this movement. He believed women should have the same political rights as men. He gave many speeches on this topic and worked with the famous **suffragists** Elizabeth Cady Stanton and Susan B. Anthony.



Elizabeth Cady Stanton



A former slave celebrates his freedom.

Moving Past Slavery

Fighting for Equal Rights

The Civil War ended in April 1865. The Union had won. Then in December, the Thirteenth **Amendment** to the United States Constitution made slavery **illegal**. All slaves were now free! But Douglass wanted more. He believed that freedom meant equal rights for African Americans, not just the end of slavery.

Douglass felt that the best way to protect newly freed slaves was to pass laws giving them power. This happened in July 1868 with the Fourteenth Amendment to the U.S. Constitution. It said that slaves were citizens of the United States. Two years later, the Fifteenth Amendment gave African American men the right to vote. These amendments meant African Americans were moving closer to equal rights, as Douglass had hoped. But he knew there was still a long way to go.

Douglass wanted equal rights for everyone. He wanted African Americans to have the same rights as white men. Douglass also believed women should have these rights. Later in his life, he strove to get equal rights for **immigrants**, too. Douglass believed that everyone should be treated equally regardless of their race, gender, or nationality.



.....
Freedmen, or former
slaves, voting in the
South in 1867

From Slave to Legend

Douglass worked hard his whole life. In 1881, Douglass took a job working for the government. He was the recorder of deeds in Washington, DC. He kept track of important papers for the government.

A few years later, Douglass was **appointed** consul general to Haiti (HEY-tee). This meant that he represented the United States government in Haiti. Haiti used to be a slave country. But the slaves fought their masters. They won control of the country. Douglass lived in Haiti until 1891.

When Douglass returned to the United States, he continued to fight for equality for all. On February 20, 1895, Douglass spoke at a meeting supporting equal rights for women. After that meeting, he became sick. Douglass died later that day at the age of 77.

Frederick Douglass was born a slave. The law did not consider him a person. It said he was someone's property. Douglass risked his life many times to change that law. His hard work and brave spirit helped set the United States on a path toward equality for all its citizens.



: African Americans pay their respects to Douglass in 1877.



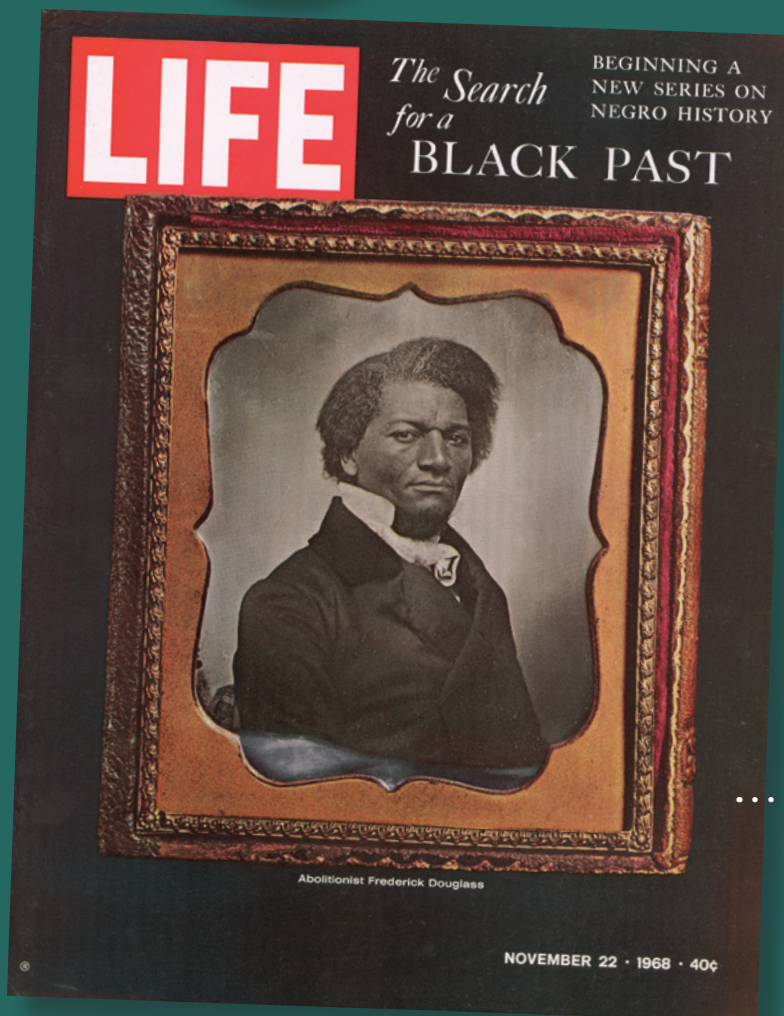
Helen Pitts

A Second Wife

Anna Douglass died in 1882, and Douglass was very lonely. In 1884, he married Helen Pitts. She was about 20 years younger than Douglass. She was also white. Many people disapproved of the marriage, but it did not matter. Frederick and Helen Douglass were happy.

Home Sweet Home

In 1878, Douglass moved to a house in Cedar Hill, Anacostia, in Washington, DC. This is where he lived with his family until his death in 1895. Today, the very house Douglass lived in is a museum. It is run by the National Park Service. The home even has some of Douglass's personal belongings. The home is open to the public. This means you can tour Douglass's home!



Douglass appeared on the cover of *LIFE* magazine in 1968, more than 70 years after he died.

Glossary

abolitionists—people who fight to end slavery

amendment—an official change to the United States Constitution

appointed—given a job in the government

armory—a place where arms, or weapons, are kept

autobiography—a book about a person's life written by that person

caulked—filled in cracks or seams in ships so that water cannot leak in

conductors—people who led slaves to freedom using the Underground Railroad

conspiracy—a secret, unlawful act

emancipation—freedom from slavery

equality—when everyone gets the same treatment; when people are equal

ignorant—not knowing much about something; refusing to learn

illegal—against the law

immigrants—people who come to a country to live there

impressed—to have done a good job; to have made people notice your work

inspired—made someone else want to be like you

plantation—a large house on a huge piece of land, usually located in the South

politics—guiding or influencing government policies

property—something that is owned like land, goods, or money

published—to have printed a book or newspaper

racists—people who judge other people by the color of their skin

recruited—got people to join

regiment—a military unit

revolt—a fight for freedom, often violent

skilled trade—a job that needs special skills

slave breaker—a person who abused slaves to make them give up hope of a better life

suffragists—people who thought women should be allowed to vote

suspicious—less trustful; feeling that something strange is going on

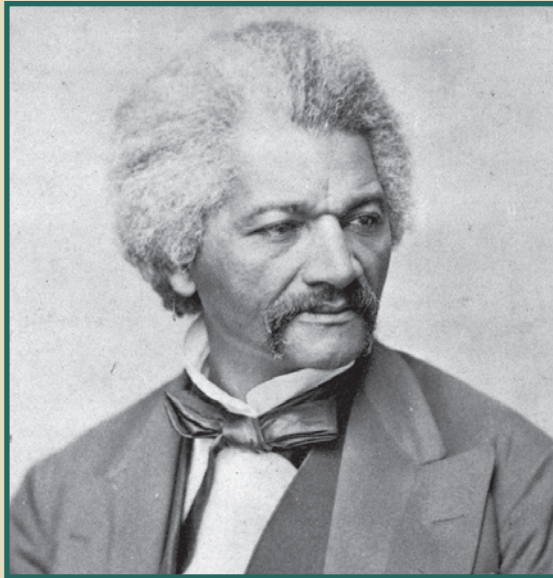
treason—the crime of fighting against your country's government

Underground Railroad—a secret system that helped slaves escape to freedom in the North or Canada

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Your Turn!



Frederick Douglass showed the world that slaves had feelings and dreams, just like everyone else. He bravely told his story and helped end slavery in America.

Poetic Persona

Use what you know about Frederick Douglass to write an “I am” poem. On a separate sheet of paper, fill in the blanks to tell his story in poem form.

I am _____

I see _____

I feel _____

I say _____

I believe _____

I am _____