

**Grant Title: 051-19 We Read Frederick Douglass as a Community: One Voice, Many Languages**

**Grant #: 051-19**

**PO: KS**

**Amount Requested: \$500.00**

**Sponsoring Organization:**

**Frederick Douglass Neighborhood Association  
P O Box 4192  
Brockton, MA 02303**

**Contact Information:**

**Madeline MargaretSmith  
P O Box 4192  
Brockton, MA 02303**



# Application Form

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## 1) Project Information

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### Project Title\*

**051-19 We Read Frederick Douglass as a Community: One Voice, Many Languages**

### Amount Requested\*

**\$500.00**

### Grant Period Start Date\*

**05/20/2019**

### Grant Period End Date\*

**07/31/2019**

### Project Summary\*

The Frederick Douglass Neighborhood Association's Community Reading of "What to the Slave is the Fourth of July" will take place on Sunday June 30, 2019 at 4 pm. We are requesting the sum of \$500 to cover speakers' honorarium and costs to photocopy the speech for our guests. By a public reading of Frederick Douglass' "What is the Fourth of July to the Slave" in the languages of our Brockton community, The Frederick Douglass Neighborhood Association will raise one voice to share our common ground in support of equal rights and justice. The format is as follows: we gather at our Douglass Community Garden, steps from our Liberty Tree which marked a stop on the Underground Railroad. Willie A. Wilson, teacher and historian, will present historic background of Douglass' time in New England, and his appearance in Brockton, and the significance of this particular speech. Then he will invite readers to the podium. Some will read a segment of the speech in English, but others will read segments in the language of their ancestors. Following the reading, we gather as a community over refreshments to talk about the theme of the common ground and connections that Mr. Douglass represents to the diversity of the Brockton community. Our project scholar will address our audience about the important of family and friends on the life of Douglass as an important theme or 2019. Our FDNA volunteers will also prompt discussion about the relevance of Mr. Douglass to the issues that we face as a community and a country today including how to stimulate civic engagement to combat apathy, the history of African-Americans in Brockton, the challenges our immigrant populations face, and the importance of exploring the common bonds that build a strong community.

### Discipline(s)\*

**African American Studies**

**Civics**

**History: Local**

**Storytelling\***

### How will the project be organized?\*

Prior to the event, we post a copy of the speech on our Facebook page and website. We ask community members to "claim" a paragraph and then translate it into the language of his or her

ancestor. We also remind our audience that they can bring the speech with them on the day of the event, downloaded on their phone, to save photocopy expense. In 2016 we read in three languages – English, Cape Verde Creole, Haitian Creole. In 2018 we read in twelve different languages, adding Portuguese, Greek, Italian, Mandarin Chinese, Lithuanian, Spanish, and Gaelic, German and Swedish. In 2019 our plan is to add one new language: Hmong, from our Cambodian community. Our co-sponsors from Haitian Artists Assembly of Massachusetts and Criolas Unidas assist in sourcing readers and we are now getting direct volunteers from the community who want to be a part of the event. On the day of the event, held in the Frederick Douglass Community Garden, our scholar Willie A. Wilson Jr. sets the stage with a description of Brockton - known as North Bridgewaer then - at the time of Douglass and the Civil War. He will also introduce his research on the importance of family and friends in the life of Mr. Douglass, and will ask the audience to think about answers to questions like what is an “ideal” community? What is the role of family in community? What impact does a community have on the state ... the nation? Each person in the audience is given a copy of the full Douglass speech. Those copies have the pre-assigned segments marked with the language in which they will be delivered. Any segment not pre-assigned can be read spontaneously by audience members.

How will the discussion(s) be structured?\*

This event follows the standard Reading that has been offered multiple years. However, we have discovered that our readers spontaneously share the story of their family's immigration to America prior to reading each paragraph, which adds to the complexity and meaning of the date. So our format is a small group discussion in response to the themes that our project scholar will introduce prior to the reading, and then will be explored in more detail after the reading, as our FDNA volunteers, who have had prior interaction with our project scholar and understand our humanities-based themes, will sit with audience members and prompt discussions around our topics.

Describe the expected audience.\*

The expected audience has been, and will continue to be, drawn from social benefit organizations and churches in Brockton - Criolas Unidas, Haitian Artists Assembly of Massachusetts, Haitian Community Partners, the Brockton Historical Society, Brockton Lithuanians, the Italian American Club of Brockton, as well as our historically black churches in downtown Brockton and our Frederick Douglass Academy public school. The project attracts a diverse audience because of the encouragement to read, and listen to, parts of the speech in the language of our ancestors. The project is a positive event and a good idea for our targeted audience because we create common bonds through the life of Douglass that show how we Brocktonians of diverse backgrounds are connected - then, and now.

Should this project be given priority under the "Engaging New Audiences" initiative?

Humanities Issues\*

We explore the connection of Douglass to challenges we have in America today in terms of race relations, social inequality, and income disparity. Q1: Slaves in the 19th century fled north for freedom. Today we see immigrants fleeing north to Canada out of fear of immigration “reform”. How do we balance humanitarian rights with the insistence on legal arrival and documentation? Q2: Douglass was an ardent believer in education. Do we have an education system that is fair to all? Or does it favor wealthy communities? Q3 Do you think that Brockton is a city where cultural and racial diversity is appreciated and celebrated, or not? What do we do well, and what do we need to improve? One major theme of this year's celebration will address the importance of family and friends in Frederick Douglass' life. We will ask questions like Q4: what is an “ideal” community? Q5: What is the role of family in community? Q6: What impact does a community have on the state ... the nation?

Should this project be given priority under the "Negotiating the Social Contract" initiative?

Describe your outreach and publicity plans.\*

**We have already posted a "Save The Date" notice on our Facebook page, and have created our Facebook Event. Once funding is confirmed, mid May, we post our event on the MassHumanities website; we post on our douglassbrockton.org website, on the MetroSouth Chamber of Commerce Calendar, on the City of Brockton Calendar, we tape a segment on "Greater Brockton" on local cable TV, we are interviewed by WROR radio, and the Brockton Enterprise runs a special newspaper article two days before the events. In addition, our participating organizations send out direct emails to their members and share the event on their social media pages. We also send a notice to our local downtown churches and ask that the event be placed in the church bulletin.**

## 2) Nonprofit Sponsoring Organization Information

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Organization's DUNS #\*

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Does your organization receive \$750,000 or more each year in federal funding?\*

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## 3) Personnel

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Project Director's First and Last Name\*

**Lynn Smith**

Project Director's Position/Title\*

**President**

Project Director's Address\*

**P. O. Box 4192, Brockton, MA 02303**

Project Director's Email\*

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Project Director's Daytime Phone Number(s)\*

██████████

Name & Email Address of the Person Submitting this Application

Project Treasurer's First and Last Name\*

**Raymond Henningson Jr.**

Project Treasurer's Position/Title\*

**Treasurer**

Project Treasurer's Address\*

**305 Belair Street, Brockton, MA 02301**

Project Treasurer's Email\*

[REDACTED]

Project Treasurer's Daytime Phone Number(s)\*

[REDACTED]

Project Scholar's First and Last Name\*

**Willie A. Wilson, Jr**

Project Scholar's Position/Title\*

**Board of Directors, FDNA; Brockton Historical Society; Teacher of History (retired)**

Project Scholar's Address\*

**183 Pearl Street, Brockton, MA 02301**

Project Scholar's Email\*

[REDACTED]

Project Scholar's Daytime Phone Number(s)\*

[REDACTED]

4) Uploads

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Events Listing (private and public)\*

**eventtemplateFDNA2019.doc**

Project Scholar's CV/Resume\*

**CV Willie A. Wilson, Jr..pdf**

Project Scholar's Statement\*

**2019 scholar statement FDNA WILSON.doc**

Budget\*

**dg\_budget with travel FDNA2019.doc**

Additional Upload

Signatures Document\*

**2019 signature page FDNA.pdf**

# Application Files

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## Applicant File Uploads

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- eventtemplateFDNA2019.doc
- CV Willie A. Wilson, Jr..pdf
- 2019 scholar statement FDNA WILSON.doc
- dg\_budget with travel FDNA2019.doc
- 2019 signature page FDNA.pdf

# MASS HUMANITIES GRANTS EVENTS LISTING

Use this form for both public and private grant events. Please complete ALL of the areas below. You may duplicate this page/table as necessary.

If funded, your public events will be included on our website and in our monthly emails, so please update Mass Humanities with any changes to your event(s) as soon as possible—online at [masshumanities.org/events/submit-an-event/](http://masshumanities.org/events/submit-an-event/) or by emailing Melissa Wheaton at [mwheaton@masshumanities.org](mailto:mwheaton@masshumanities.org).

Events should not be marked “confirmed” unless **all** information is confirmed.

<b>Event/Session/Program Title</b>	We Read Frederick Douglass as a Community: One Voice, Many Languages
<b>Description</b>	Members of the Brockton community assemble not far from our Liberty Tree and Underground Railroad stop to read Douglass’ iconic speech “What to the Slave is the Fourth of July” in the language of our ancestors. Participants can access a copy of the speech online and sign up in advance using our Facebook page to choose a segment, translate it in advance and share it on the day of our reading - or simply come and spontaneously read a paragraph in English at the event. After the reading we enjoy community conversation and many delicious varieties of pie.
<b>Names of Moderators/Scholars</b> (if applicable)	Willie A. Wilson, Jr., Scholar and Moderator
<b>When</b> (day, date, year, start time and end time)	Sunday, June 30, 2019, 4 pm to 5:30 pm
<b>Where</b> (include exact location, including name of venue, address, city, zip)	Frederick Douglass Community Garden, 95 Frederick Douglass Avenue, Brockton, MA 02301
<b>Contact Phone</b> (include area code)	██████████
<b>Contact Email</b>	████████████████████
<b>Web Address</b>	www.douglassbrockton.org
<b>Cost</b> (if applicable)	
<b>Event Status:</b>	<input checked="" type="checkbox"/> <b>confirmed</b> <span style="margin-left: 200px;"><input checked="" type="checkbox"/> <b>public event</b></span> <input type="checkbox"/> <b>tentative</b> (firm by ____/____/____) <span style="margin-left: 100px;"><input type="checkbox"/> <b>private event</b></span>

## **Willie A. Wilson, Jr.**



### **WORK EXPERIENCE :**

- 2017-2018 Teacher of History, Cardinal Spellman High School, Brockton, MA
- Spring/2014 : Co-Creator and Adjunct Professor for “15 Rounds of History: Politics, Culture & Place in the City of Champions”, Stonehill College, North Easton, MA
- 2012-2014: Curriculum Writer and Instructor, American Student Assistance Organization (Upward Bound), Brockton High School, Brockton, MA
- 2012-2013: Substitute Teacher, Stoughton High School, Oliver Ames High School
- 2011-2012: Interim Assistant Principal, Avon Middle-High School
- 2010-2011: Substitute Teacher, Avon Middle-High, Cardinal Spellman High, and Trinity Catholic Academy
- 2002-2010: Teacher of African American/United States and World History, Grades 9 – 12, Brockton High School, Brockton, MA
- 1999-2002: Social Science Department Head, Grades 1 – 12, Brockton High School, Brockton, MA
- 1997-1999: Principal, Shrewsbury Middle School, Grades 6 – 8, Shrewsbury, MA
- 1994-1997: Assistant Principal, Forest Grove Middle School, Grades 6 – 8, Worcester, MA
- 1991-1994: Teacher of Geography, Grade 7, Arthur F. Sullivan Middle School, Worcester, MA
- 1990-1991: Social Science Department Head, Grade 7 & 8, North Junior High School, Brockton, MA
- 1988-1990: Teacher of Geography/United States History, Grades 7 & 8, West Junior High School, Brockton, MA

### **ADDITIONAL EXPERIENCE:**

- 2009-Present: Consultant, Office of Community-Based Learning, Stonehill College, North Easton, MA
- 2006-Present: Curator, Brockton Historical Society
- 2000-2003: Adjunct Instructor, “Strategies for Teaching History in the Middle/High Schools”, Bridgewater State University, Bridgewater, MA
- Summers, 1994-1995 Social Science Faculty member for Performance Assessment Collaborative for Education (PACE), “Toward Coherent Systems of Assessment”, a national institute for teachers, Harvard University, Graduate School of Education, Cambridge, MA
- 1991-1993: Adjunct Instructor, “African History and Culture”, Stonehill College, North Easton, MA

**EDUCATION:**

Certifications Held (#181234): Social Studies (7-12), Superintendent (ALL), Principal/Assistant Principal (ALL), and Supervisor/Director (ALL), 2019 renewal date.

Completed all the course work for the Certificate of Advanced Graduate Study (CAGS), Bridgewater State University, Bridgewater, MA 1993 (3.690 GPA)

M.A., Lesley University Graduate School, Cambridge, MA, 1984

Fellow, New England Studies Institute, Dartmouth College, Hanover, NH, Summer, 1983

Year as "Research Affiliate", Institute of African Studies, University of Ghana, West Africa, 1979-1980

B.A., cum laude, Boston College, Chestnut Hill, MA, 1974

Junior Year Abroad, Centre for West African Studies, University of Birmingham, England, 1972-1973

**SPECIAL RECOGNITION/ACCOMPLISHMENTS:**

2014 Keynote Speaker for "Back to the Roots", a program sponsored by the South Shore Haitians United for Progress (SHUP)

2013 Featured in the French Magazine "6 Mois", in its autumn 2011/winter 2013 edition

2013 Featured in the two page article "Brockton Liberty Tree's Story Lives On", by Michele Morgan Bolton, Boston Sunday Globe, October 20, 2013

2012 Co-author and administrator of the Youth Vision in Context Program (YVC), Brockton, MA

2010 Recipient of the Joseph Clougherty Award from the Brockton High School Senior Class

2009 Honoree, Afro-American Class Reunion Committee

2008 Recipient of the Inspirational Teacher Award, Brockton High School (also for the years 2000 & 2001)

2005 Recipient of the Massachusetts History Teacher of the Year Award, National Society, Daughters of Colonial Wars, Inc. (DAR)

2002 Co-authored a "History Trail of the City of Brockton", a Guide to the City Center showing buildings of historic interest with some highlights of Brockton's social history

2002 Recipient of the "One Brockton Many Neighbors" Award

2001 Recipient of the Wal-Mart Teacher of the Year Award

2008-present Deacon, Brockton Assembly of God Church

1987-present Notary Public, Commonwealth of Massachusetts

**REFERENCES FURNISHED UPON REQUEST**

## DISCUSSION GRANT PROJECT SCHOLAR'S STATEMENT

**To the Project Scholar:** Please provide a brief statement (*of no more than about 500 words*) explaining the humanities questions and/or issues that audiences will explore in the proposed discussion project.

Please also give a short description of strategies for leading and moderating a discussion, whether a small-group discussion or a panel discussion with a large audience. How will you help guide and push members of the audience in considering the above humanities questions and/or issues.

If additional humaniites scholars will be moderating discussions for this project, you may include information about how you may work together or unite the discussion sessions under a common theme.

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Our program will continue to explore the humanities under the broad categories of African American Studies, Civics, and Local History. We will also focus on specific issues in Brockton such as immigrant fear, educational equity, and diversity appreciation.

As we continue to connect Mr. Douglass and his life to the various constituencies in Brockton today one major theme of this year's celebration will address the importance of family and friends in Frederick Douglass' life. During our Bicentennial Celebration last year we highlighted the importance of Anna Murray Douglass. Two recent publications have brought to light new insights concerning Frederick's relationship with his wife, children and close friends. They are *If I Survive: Frederick Douglass and Family in the Walter O. Evans Collection* by Celeste-Marie Bernier and Andrew Taylor and *Frederick Douglass: Prophet of Freedom* by David W. Blight. The former is a 777 page collection of letters, essays, personal papers, artifacts, documents, and photographs (many previously unseen) published by Edinburgh University Press last year as part of the bicentennial. The latter is an 888 page biography which recently won the 2019 Pulitzer Prize in History. Utilizing both of these sources we will chronicle and pose questions on marriage, child rearing and social life as the Douglass family impacts their local communities in New Bedford and Lynn Massachusetts as well as Rochester, New York and Anacostia in Washington, D.C.

As I have often asserted, if Frederick Douglass were alive he would credit his wife, children and friends as having contributed greatly to his success. Now we documented proof that actually was the case. Charles Remond Douglass (1844-1920), the third son (and fourth child) writes in reference to publishing the *North Star* that "My brothers and sister were taken from school one day in each week to attend to the folding and mailing of the paper. . . . We were a happy family in this work." Charles also states of his mother "she was the head of the house. She was the banker, the baker and the general manager of the home." We will explore the writings of other family members as we ask questions like what is an "ideal" community? What is the role of family in community? What impact does a community have on the state ... the nation?

All of the above will serve as background for our Community Reading of Frederick's seminal speech "*What to the slave is the Fourth of July*". Our FDNA volunteers will also prompt our continuing discussion about the relevance of Mr. Douglass to the issues we face as a community and a country today. Women's equality, voter suppression, income disparity and other issues will be explored.

# DISCUSSION GRANT

## BUDGET REQUEST FORM – FREDERICK DOUGLASS NEIGHBORHOOD ASSN.

Organizations must demonstrate at least a one-to-one in-kind and/or cash cost-share. The cash cost-share must equal or exceed 10 percent of the MH funds requested, and the total cost-share (cash *and* in-kind) must equal or exceed the MH funds requested.

Please estimate all of your cash and in-kind efforts. Some common in-kind contributions are the use of facilities, supplies donated to the project, and volunteer time. Paid staff time dedicated to the project but not covered by the grant should be recorded in the cash cost-share column; all volunteer time should be recorded in the in-kind cost-share column. In Massachusetts, volunteer time is valued at approximately \$30/hour.

Category	Explanation (How did you arrive at each number?)	MH Funds Requested	Cost-Share		Source of Cost-Share	Line Total
			Cash	In-kind		
<b>A. Personnel</b>						
1. Project Scholar	Scholar Willie A. Wilson Jr.	\$100	\$	\$		\$100
2. Other Personnel (Project Director, Project Treasurer, other scholars, panelists, etc.)	Criolaas Unidas for Cape Verdean translation and reader \$100 Haitian Artist Assembly of MA, \$100 FDNA Project Director \$150	\$350	\$	\$		\$350
<b>B. Travel</b>		\$	\$	\$		\$
<b>C. Supplies</b> (project & publicity)	Facebook sponsored ads \$100 and photocopy expense \$50	\$50	\$100	\$	From FDNA donations	\$150
<b>D. Rental</b> (space & equipment)	Use of garden by land owners	\$	\$	\$75	From land owners of record	\$75
<b>E. Other</b> (please specify)	\$125 sound system rental \$450 volunteers set up, clean up, manage: 3@\$30/hr x 10 hours	\$	\$	\$1025	Sound system is from local church	\$1025
<b>TOTALS</b>		\$500	\$100	\$1100		
<b>TOTAL COST-SHARE</b>			\$			
<b>TOTAL PROJECT COST</b> (MH funds + cash cost-share + in-kind cost-share)		\$1700				

# PROJECT GRANT APPLICATION CONTRACT FORM

Carefully read, complete, and submit this form in digital format (Fax-to-File or scanned PDF) along with your online grant application. Your application cannot be considered if this form is missing or incomplete.

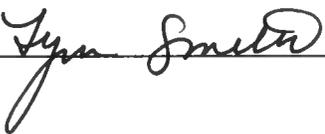
By signing this form, I certify that the statements contained herein are true, complete, and accurate to the best of my knowledge. I also agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties.

Project Title: We Read Frederick Douglass as a Community: One Voice, Many Languages

Amount Requested: \$ 500<sup>00</sup>

### Project Director

Print Name Lynn (Madeline) Smith Professional Title President

Signature  Date 4/12/19

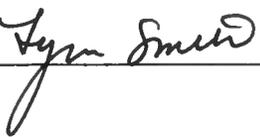
### Project Treasurer (may not be the Project Director)

Print Name Ray Henningson JR Professional Title Treasurer / FDNA

Signature  Date 4/12/19

### Authorizing Official

Print Name Lynn (Madeline) Smith Professional Title President, FDNA

Signature  Date 4/12/19