Narrative of the Life of Frederick Douglass

by Frederick Douglass

High School Study Guide Answer Key by Cheryl R. Carter

Illuminations

High School Study Guide

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Illuminations Year Five

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~ Weeks 1 and 2 ~

Supplies

- *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- Internet access
- GO A-1
- GO A-2
- GO A-3
- GO B-1
- GO B-2
- GO B-3
- GO C-2
- GO E-4
- GO Z-2

Introduction

Written in 1845, this autobiography is considered by many to be a literary classic. Frederick Douglass was born Frederick Augustus Washington Bailey. We do not know the exact year of his birth. He discusses this fact in the narrative. This is one of two autobiographies that Douglass wrote. A link to his second autobiography, *The Life and Times of Frederick Douglass* (1881), which greatly expands on information in this autobiography, is provided at the end of this study guide. This narrative is by no means a sketch of his life.

Douglass delves into many themes in this book. His criticism of false Christianity is strong. Nearly all of his slave masters were professing Christians. Before students read the book, you should point out to them the fact that Douglass himself wrestles with the fact that these Christian-professing men and women had definite character flaws. I point this out because it is important to note that Douglass is not anti-Christian. He does, however, reveal the hypocrisy of some churchgoing people who do not exhibit the lifestyle of Christ in their personal decisions and choices. Douglass discusses his love of the genuine Christian church in the Appendix. The Appendix is not necessarily included in all versions of the book, and therefore a digital copy is provided on the last day of this study guide.

Douglass's story is not necessarily a feel-good story. He is truthful and yet the realness of the story is what makes it so strong. Douglass is straightforward in recounting his own emotional suffering and that of his fellow slaves. This fact can be disturbing to some readers. He struggles quite a bit with the pain of separation through the narrative. This may be a mature concept for young people to understand, but it is an important concept to start discussing.

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At times, Douglass is raw and real. For instance, the word "nigger" is used because the slaveholders often referred to Douglass and the other slaves, both men and women, as such. It is strongly suggested that you take the time to explain to your students that historically this derogatory word invokes pain, humiliation, and shame in many people. This word should never be used, even as a joke.

There is a great deal of supplemental information in this study guide, but please feel free to branch out into other areas because if every related subject was covered, the study guide would be exhaustive. For instance, there is not much information provided on the Underground Railroad, but you may supplement the study guide if you like.

A great many of Douglass's other accomplishments are included in the activities of the last day of this study guide. After the Civil War, Douglass became the Secretary of the San Domingo Commission, a marshal, a Recorder of Deeds in Washington, D.C., and the United States Minister to Haiti. He also wrote other books. A full list and timeline of his accomplishments is referenced in the last day's activities.

Daily Assignments

Each day, students will review vocabulary words and then read one or two chapters. Please note that there would be an extensive list of vocabulary words if each unfamiliar word was defined. Many words can be clearly understood in context, although we may not use the word(s) today. Finally, each day also has links to the Internet with many interesting facts.

Once the student reads the assignment and answers the questions, he may choose to do **one** of the writing or critical-thinking activities. The activities are like a buffet; your student chooses which activity is of interest to him. On the days when the chapters are longer, fewer supplemental activities are offered. It is my hope that there will be more writing activities completed than some of the easier critical-thinking activities.

Wrap Up

Week 2-Day 5 reviews many of the concepts in the book and contains a link to the Appendix, in which Douglass defends his loyalty to Christianity. This is an important Appendix, especially if your copy of his story does not include it. There is also a link to a short exam for your student to complete.

Reading Schedule

Week 1

Day 1: Chapters I and II
Day 2: Chapters III and IV
Day 3: Chapter V
Day 4: Chapter VI
Day 5: Chapter VII

Week 2

Day 1: Chapter VIII
Day 2: Chapter IX
Day 3: Chapter X
Day 4: Chapter XI
Day 5: Appendix, Review, and Exam

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Week 1 - Day 1

- Read Chapters I and II.

Vocabulary

- barbarity (n): *[savage cruelty]*
- conjecture (n & v): *[n: an opinion or conclusion based on guesswork; v: to arrive at a conclusion by guesswork]*
- cowskin (n): *[a coarse whip of cowhide]*
- cudgel (n): *[a short, heavy club]*
- fleshmonger (n): *[a dealer or peddler of humans, a slave trader]*
- impertinent (adj): *[disrespectful]*
- infernal (adj): *[fiendish, of or relating to hell]*
- mulatto (n): *[a person with black and white ancestry]*
- odiousness (n): *[the quality of being offensive or hateful]*
- ply (v): *[to twist together]*
- cartwrighting (n): *[the making or repairing of wagons]*
- coopering (n): *[the making or repairing of barrels]*
- deliverance (n): *[the act of setting free, rescuing, or freeing; the state of being delivered]*
- desolate (adj): *[devoid of inhabitants or visitors; joyless, disconsolate, and sorrowful as if through separation from a loved one]*
- evince (v): *[to display clearly; to reveal]*
- exultingly (adv): *[with extreme joy]*
- fiendish (adj): *[perversely diabolical; extremely cruel or wicked]*
- ineffable (adj): *[incapable of being expressed in words]*
- jargon (n): *[confused unintelligible language]*
- sloop (n): *[a fore-and-aft rigged boat with one mast and a single jib]*

Discussion Generators

1. Did Frederick Douglass know how old he was? Why or why not? *[He did not know for sure how old he was — no one had kept a record of his birth because he was a slave. Slaves were not considered important enough to have their births recorded.]*
2. Why didn't Frederick Douglass ask his master how old he was? *[He, like other slaves, was not allowed to make such inquiries because they were deemed "improper and impertinent, and evidence of a restless spirit." This is a direct quote, but any response that captures the essence of the quoted material will suffice.]*
3. Douglass states, "The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege." Why do you think Douglass calls knowing your birthday a privilege? Do you agree or disagree with him? *[Answers may vary. Because he was a slave who had been deprived of his basic*

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human rights, he thought a simple fact such as knowing one's birthday was a privilege. Answers on agreeing and disagreeing will vary, but parents should help students realize that when anything is taken away from an individual, he or she might view having it as a privilege.]

4. Who was Frederick Douglass's father? *[His father was a white man. Some supposed his father to be his master, but he was not certain who his father was.]*
5. At what age was Frederick Douglass separated from his mother? Why was this done? *[Douglass was taken away from his mother as an infant because slave mothers were not permitted to rear their children.]*
6. Did he ever see his mother again and under what circumstances? *[Yes, Douglass saw his mother about four or five times, but each time was short in duration. Since she had been sold to a nearby plantation, she would sneak over at night and lie down and cuddle him, but she always left before morning because she had to get back to the Stewart plantation before it was discovered that she had left.]*
7. Was Douglass allowed to go to his mother's burial? How did he feel about her death? *[No, he was not. He was seven years old and had not really known her. He said that "never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care, I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger."]*
8. Can you give some reasons why the master's mulatto offspring would be sold? *[The reasons included: (1) They were "a constant offence to their mistress." They could seldom do anything to please her. (2) The master was forced to sell those slaves out of deference to his white wife. (3) The master would sell them because if he did not, he (the master) would be forced to whip them himself or to have his son (the slave's white brother) whip his brother.]*
9. What scripture or story does Douglass say was used to justify American slavery? How would the increase of mulattoes affect the way Christians would interpret this verse? *[He does not state which scripture but refers back to Genesis that Ham was cursed. Since the number of mulattoes was increasing and thus many slaves had the blood of their white masters in them, Christians could not justify slavery through what they termed "the curse of Ham."]*
10. Was Captain Anthony considered a wealthy slave owner? *[No, he was not considered a wealthy slave owner, although he had three farms.]*
11. Why did Frederick Douglass hide in the closet, and when did he finally leave his hiding place? *[He hid when he saw his Aunt Hester being severely beaten and bloodied. He hid from the bloody sight and did not come out until a long while after the beating ended.]*
12. What were the clothing rations that an adult slave received each year? Did children receive any rations? *[A slave received a yearly clothing ration consisting of two coarse linen shirts, one pair of linen trousers, one jacket and one pair of shoes. Children who did not labor received only two coarse linen shirts per year; no shoes, stockings, jackets, or trousers.]*
13. What happened to the slave who was late when the overseer horn sounded? *[The slave who was late when the overseer summoned him or her to the field for work in the morning was beaten.]*
14. Douglass quotes the following, "From the rising till the going down of the sun . . ." These words also appear in Psalm 113:3. Do you think Douglass knew about this psalm when he penned these words? Why or why not? *[Douglass was appealing to the Christian audience and likely knew that other Christians would recognize these words.]*
15. Was the mulatto slave population increasing or decreasing when Douglass wrote this book? Why did a

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statesman predict this trend would result in the eventual downfall of slavery? *[The mulatto population was increasing. The statesman felt that as more mulatto slaves were born, "the inevitable laws of population" would prevail.]*

Writing Activities

- Use GO A-2 to compare and contrast Douglass's master (Captain Anthony) and the overseer, Mr. Plummer. Was there any real difference between the two men? *[They both were cruel and enjoyed beating the slaves, especially the women. The only difference was that once the master threatened to beat the overseer for beating a woman severely.]*

  Looking at your list, write two paragraphs contrasting and comparing the two masters. Refer to your completed GO A-2.
- Read the following article by Pastor Tony Evans. Use GO B-2 and write down at least four facts that Minister Tony Evans uses to counter the view that people of African descent are cursed. After reading Tony Evans's article, write several paragraphs on why some people today might still hold this view. http://www.epm.org/resources/2010/Jan/18/are-black-people-cursed-curse-ham/

Hands-On Activities

- Interview elderly family members and see if they can share stories about their own births or adoptions. Make a family book of birth stories. Simply write down the stories and use construction paper to frame your story.
- Read the Book of Genesis. Research what the curse of Ham really means. Read this information. http://en.wikipedia.org/wiki/Curse_of_Ham
- Read the following article about how different skin colors came about. List at least three facts you learned from this article on GO B-2. You may also visit www.answersingenesis.org for more information.
- Frederick Douglass, like other slaves, did not know his birth date. He, and most slaves, could only remember births by harvest time, planting time, etc. Make up a timeline for your family. Place on it historic or regional events that occurred when family members were born.
- Read the description of Colonel Lloyd's plantation at the beginning of Chapter II. Sketch a picture of the plantation. Research the slaves' quarters and the master's living area.
- Fill in GO C-2 for the vocabulary.

Week 1 - Day 2

- Read Chapters III and IV.

Vocabulary

- barouche (n): *[a four-wheeled carriage with a driver's seat high in front, two double seats inside facing each other, and a folding top over the back seat]*
- curry (v): *[to clean the coat of (as a horse) with a currycomb]*
- dearborn (n): *[a type of four wheeled carriage]*

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- imbibe (v): *[to receive into the mind and retain]*
- maxim (n): *[a general truth, fundamental principle, or rule of conduct]*
- stratagem (n): *[an artifice or trick in war for deceiving and outwitting the enemy]*
- arraign (v): *[to accuse of wrong, inadequacy, or imperfection]*
- benefactor (n): *[one that confers a benefit, especially one that makes a gift or bequest]*
- consummate (adj): *[complete in every detail, perfect]*
- servile (adj): *[of or befitting a slave or a menial position]*

Discussion Generators

1. What kinds of fruit were in Colonel Lloyd's garden? *[There were fruits of almost every description, from the hardy apple of the North to the delicate orange of the South.]*
2. Who was tempted by the garden? *[Its excellent fruit was a temptation to the hungry swarms of boys as well as the older slaves.]*
3. How did the plantation master, Colonel Lloyd, finally deal with the situation of slaves stealing fruit from his garden? *[He tarred the fence. If a slave was caught with any tar on his person, he was deemed guilty and therefore he was severely whipped by the chief gardener.]*
4. Did the plan work? What effect did it have on the slaves? *[The plan worked well. The slaves became as fearful of the tar as they were of the lash.]*
5. Would the colonel accept any excuse from old Barney and young Barney if he thought his horses were not being properly cared for by them? *[No, he would extract the "severest punishment" if he thought his horses were not properly cared for by old and young Barney.]*
6. Can you name at least two reasons that Douglass cited as to why the colonel whipped old and young Barney? *[They were whipped if a horse did not move fast enough or if the horse did not hold his head high enough. They were also blamed if the horse did not seem groomed or if the horse's food was too wet or too dry, or if the horse was too cold or too hot, or if the horse had too much or too little hay or insufficient grain or too much grain.]*
7. What really determined if old and young Barney received beatings? *[Douglass said it was "the state of Colonel Lloyd's own mind" when the horses were bought to him that determined whether or not both Barneys received beatings.]*
8. To what character in the Bible does Douglass compare the wealth of Colonel Lloyd? *[He compares the colonel's wealth to the riches of Job. He kept about 10 to 15 house servants. He was said to own a thousand slaves.]*
9. Did Colonel Lloyd know all his slaves? Why or why not? *[It was impossible for him to know all his slaves because they were too numerous.]*
10. What example did Douglass cite as the consequence for a slave's telling the truth, "the simple truth, in answer to a series of plain questions"? *[A slave on Colonel Lloyd's property, unaware that the colonel was his owner, answered him honestly. See paragraph four, Chapter III, for the entire discourse. He was later beaten and sold to a Georgia trader.]*
11. What did the maxim "a still tongue makes a wise head" mean? *[The slaves learned not to say what they really felt or thought. They feared spies among them that the master would send and therefore kept quiet about their maltreatment.]*

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12. Did a slave ever say that he had a kind master? Did Douglass ever say anything bad about his master? *[A slave always said that he had a kind master because he was afraid of any repercussions if he said otherwise. While a slave, Douglass never said anything bad about his master.]*
13. What was deemed a disgrace among the slaves? *[It was deemed a disgrace to be a poor man's slave.]*
14. If a slave was accused of anything by Mr. Gore, might he be found innocent? What maxim would prove your answer correct? *[A slave would never be found innocent if Mr. Gore accused him of anything. He lived by the maxim that "It is better that a dozen slaves should suffer under the lash, than that the overseer should be convicted, in the presence of the slaves, of having been at fault."]*
15. Was Mr. Gore punished for Demby's murder? Why or why not? *[He was not punished for the murder because taking the life of a slave was not considered a crime.]*
16. What was the reason given to justify Demby's murder? *[He was killed because he was said to have been "setting a dangerous example to the other slaves." It was necessary to keep order on the plantation.]*
17. Douglass says of the county in which he lived that killing a slave or any colored person "is not treated as a crime, either by the courts or the community." What do you think he meant by this statement? *[He meant the Christian community; neither the people nor the legal system cared about colored people. There would be no outrage that a colored person had been killed.]*

Writing Activity

- A slave could not respond to unfair allegations that were made about him. Slaves could not respond no matter how unjust a complaint about them was. A slave was to "stand, listen, and tremble" without saying a word because the slave had no opinion as far as the slave owner was concerned. Speculate on what effect this policy had on slaves psychologically. Why do you think slave owners enforced this policy? *[It kept the slaves in mental as well as physical slavery.]*

Hands-On Activities

- In Chapter IV, paragraph four, Douglass describes Mr. Gore as "His words were in perfect keeping with his looks, and his looks were in perfect keeping with his words." Draw a picture of how you think Mr. Gore would look, given this description. What do you think Douglass meant by this?
- Sketch a picture of what you think Colonel Lloyd's garden must have looked like.
- Using GO A-3, compare and contrast Mr. Hopkins, Mr. Gore, and Colonel Lloyd. What is the same about them? What, if anything, is different about them?
- Douglass compares Colonel Lloyd's riches to the wealth of Job (in the Bible). Douglass's readership is largely Christian and therefore he frequently uses biblical scripture and characters. Do you think this helped readers to identify with him?
- Douglass says that "killing a slave, or any colored person, in Talbot county, Maryland, is not treated as a crime, either by the courts or the community." What was the community of Maryland like at the time? Do a Web search on pre-Civil War Maryland.

Week 1 - Day 3

- Read Chapter V.

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Vocabulary

- abhorrence (n): *[something repugnant; a loathing]*
- blight (v): *[to impair the quality or effect of; to destroy]*
- interposition (n): *[an intervening position, an influence]*
- scurf (n): *[any scaly coating, as on some plants, sometimes indicating a diseased condition]*

Discussion Generators

1. How was Frederick Douglass treated when he lived on Colonel Lloyd's plantation in relation to the other children? *[Douglass was treated just like the other slave children.]*
2. What were some tasks that Douglass had to do on the plantation since he was too young to do field work? *[He drove up the cows in the evening, kept the fowls out of the garden, kept the front yard clean, and ran errands for his master's daughter, Mrs. Lucretia Auld.]*
3. What did Douglass do for Master Daniel Lloyd? *[Douglass helped Master Daniel Lloyd find his birds after he shot them.]*
4. What advantage did Douglass have as a result of having a "connection" with Master Daniel? *[Master Daniel was quite "attached" to Douglass and was, therefore, "a sort of protector" of him. He "would not allow the older boys to impose upon" Douglass and would "divide his cakes" with Douglass.]*
5. Was Douglass whipped by his master often? *[No, Douglass was not whipped by his master often.]*
6. What did Douglass suffer from while a child on Colonel Lloyd's plantation? *[He suffered from hunger and cold. He was not given enough food and none of the slave children were given sufficient clothing.]*
7. What clothing was Douglass given as a slave child? Did the seasons matter? *[In the "hottest summer and coldest winter," Douglass was kept almost naked. He had no shoes, no stockings, no jacket, and no trousers. He had only a coarse tow linen shirt reaching to his knees.]*
8. Did Douglass have a bed as a child? *[Douglass did not have a bed.]*
9. How did Douglass survive the cold without a bed or sufficient clothing? *[Douglass would steal a bag that was used for carrying corn to the mill. He would crawl into the bag and there sleep on the cold, damp, clay floor, with his head in the bag but his feet out of the bag.]*
10. Do you think it was right for Douglass to steal the bag? *[Answers may vary. This is an open discussion for you to have with your children. Ask them to give you reasons why he should or should not have stolen the corn mill bag. You might ask your children if he had any alternatives.]*
11. What kind of food were the slaves given? *[Primarily, the slaves were given coarse cornmeal boiled. It was called "mush."]*
12. How old was Douglass when he left the plantation? How does he say he felt when he found out he would be leaving? *[Douglass was either seven or eight years old when he left Colonel Lloyd's plantation. He found out he was to leave the plantation three days before he left. He called these "three of the happiest days" he ever enjoyed.]*
13. Frederick Douglass spent the last three days on Colonel Lloyd's plantation doing what? *[He spent the time in the creek, washing off the plantation scurf and preparing himself for his departure.]*
14. What did Mrs. Lucretia promise to give Douglass? *[Mrs. Lucretia promised to give him a pair of trousers. He had never had a pair of trousers and was excited.]*

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15. Was Frederick Douglass upset that he had to leave his home, Colonel Lloyd's plantation? Why or why not? *[Douglass was not upset that he had to leave his plantation home. He did not feel any emotional attachment to his home. He did not feel he was leaving anything significant. His mother had died, and his grandmother lived far away so that Douglass rarely saw her. His relationship with his sisters and brother had been severed early because slave children were not allowed to have relationships with any family members. Douglass was pleased that he was leaving hardship, hunger, whipping, and nakedness. Douglass has no family ties or sense of home.]*
16. Did Douglass remember the exact time he left Colonel Lloyd's plantation? Why or why not? *[Douglass remembered only the day of the week because at that time he had no knowledge of the days of the month, nor the months of the year.]*
17. How did Douglass view the act of his leaving Colonel Lloyd's plantation? *[Douglass saw it as an act of divine Providence since he could find no logical reason why he was chosen to go to Baltimore. He states that he was grateful for going to Baltimore because it altered his "career in slavery."]*
18. Why did Douglass offer thanksgiving and praise to God? *[Douglass offered thanksgiving and praise to God because God gave him hope that the "foul embrace" of slavery would not hold him.]*
19. Douglass says that he sensed he would not be a slave forever. Why do you think he felt this way? Was this logical, given the fact that he had been enslaved his whole life? *[Answers will vary. It was not logical for Douglass to believe he would not be a slave forever. Perhaps he sensed God's intervention in his life, as he states at the close of the chapter.]*
20. Was Daniel a real friend to Douglass? Why or why not? *[Responses will vary. Some students may say he should have helped Douglass escape. You should point out that Douglass still suffered despite his friendship with Daniel.]*

Writing Activities

- Look at this authentic photograph of slave children. What can you assume about the children's lives based on the picture?
  http://www.city-data.com/forum/politics-other-controversies/1004550-rare-photo-slave-children-found.html
  Write about the emotions that this picture makes you feel.
- Think about Douglass leaving the plantation. What do you think the other slave children would have said to him, especially upon seeing him get trousers from Mrs. Lucretia? Write about how Douglass must have felt having his first pair of trousers.

Hands-On Activities

- Sketch a picture of what the slave children on Colonel Lloyd's plantation must have looked like.
- Read the following article on slavery. http://www.pbs.org/wgbh/aia/part4/4p2956.html
- Using GO A-1, compare and contrast the facts of the article with the life of slave children according to Douglass's narrative.
- Douglass sails on the Miles River heading toward Baltimore. He hopes never to see Colonel Lloyd's plantation again. What do you think the scene looked like to seven- or eight-year-old Douglass?
- Annapolis was a known slave-trading port. Douglass did not know this (at the time), but what do you think he saw as the ship docked in Annapolis? Research Annapolis.

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- Trace Douglass's voyage from Colonel Lloyd's plantation to Baltimore.
- Make some mush. Add a bit of hot water to cornmeal. Taste it. How do you think slave children felt eating this meal daily? Sketch a picture of the way the children ate the mush. See Chapter V, paragraph three, for a full description.
- Read the following article that slaves wrote about their diets. http://www.hushpuppynation.com/what-slaves-ate-in-their-own-words/

Week 1 - Day 4

- Read Chapter VI.

Vocabulary

- ell (n): *[former English unit of length (as for cloth) equal to 45 inches (about 1.14 meters); also, any of various units of length used similarly]*
- impudent (adj): *[marked by contemptuous or cocky boldness or disregard of others]*
- odium (n): *[the state or fact of being subjected to hatred and contempt as a result of a despicable act or blameworthy circumstance]*
- vestige (n): *[a trace, mark, or visible sign left by something (as an ancient city or a condition or practice) vanished or lost; the smallest quantity or trace]*

Discussion Generators

1. What did Douglass see upon his arrival at the home of Mr. and Mrs. Auld? What was Douglass's opinion of Mrs. Sophia Auld? *[Mr. and Mrs. Auld, along with their son, Thomas, met him at the door. Douglass saw "a white face beaming with the most kindly emotions; it was the face of my new mistress, Sophia Auld."]*
2. What did Douglass think of his new mistress at first? *[Douglass thought she was "a woman of the kindest heart and finest feelings." He really liked her.]*
3. Could Douglass approach her as he had been taught to approach white women? Why or why not? Give an example to prove your response. *[Douglass could not approach her as he did other women. The "crouching servility, usually so acceptable a quality in a slave" did not please her. She seemed to be disturbed by the slave servility. For example, she wanted a slave to look her in the face.]*
4. Why do you think Sophia Auld changed, according to Douglass? *[Douglass seems to infer that slavery harms the slave as well as the slave owner. He contends that "the fatal poison of irresponsible power was already in her hands and soon commenced its infernal work."]*
5. What happened when Mr. Auld found out that Mrs. Auld had taught Douglass to read? *[He became enraged and forbade her to teach him any further.]*
6. Why did Mr. Auld tell Mrs. Auld she should not teach Douglass to read? *[He said it was unlawful as well as unsafe to teach a slave to read. He felt that a slave "should know nothing but to obey his master—to do as he is told to do." Further, he felt that learning would spoil the best slave in the world. He said that a learned slave would "become unmanageable, and of no value to his master." It would also make a slave "discontented and unhappy."]*

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7. What did Douglass see as the white man's power to enslave the black man? *[Upon hearing Mr. Auld get so angry because he (Douglass) was learning to read, Douglass understood that freedom from slavery would be found in the ability to read or to be educated.]*
8. What was Douglass determined to do as a result of hearing Mr. Auld's objections to his learning to read? *[Douglass was determined to teach himself to read.]*
9. To whom did Douglass say he owed his determination to read? *[He said he owed his determination "almost as much to the bitter opposition of my master, as to the kindly aid of my mistress."]*
10. Why were city slaves, for the most part, fed well? *[Most, although not all, city slaveholders did not want the reputation of being a cruel master and therefore gave their slaves enough food.]*
11. Slaves, like Douglass, were punished for looking their masters in the eye. Mistress Auld does not punish Douglass for looking her in the eye. Why do think white slave masters did not allow enslaved Africans to look them in the eye? *[There may have been many reasons but the most acceptable reason was that the slave owner felt superior.]*

Writing Activities

- Do you agree with Mr. Auld that reading and writing make a slave "unmanageable" and "unhappy"? Write a letter to Mr. Auld telling him your views on the matter. Use GO B-1 to record your reasons before you compose the letter.
- Douglass says, when describing the mistreatment and abuse of Henrietta and Mary, that "his heart must be harder than stone, that could look upon these unmoved." He is appealing to the conscience of his readers, likely Christians. Do you think most Christian readers would have been moved by the comment? Write a paragraph to support your position.

Hands-On Activities

- The idea of education as freedom is a major theme in this book. Douglass describes education as "the pathway from slavery to freedom." Do you agree or disagree that, today, education is still the pathway to freedom? Use your Bible to make a list of scriptures to support your point.
- Read the following articles. Summarize the ideas in the articles.
  http://www.washingtonpost.com/wp-dyn/content/article/2007/05/14/AR2007051402312.html
  http://www.kintehaley.org/memorialeventsFAQs.htm
- Using GO A-2, contrast and compare the life of a city slave to the life of a slave who lived on the plantation. See Chapter VI, paragraph four.
- Up to this point in the book, Douglass has been pointing out the devastating effect that slavery has on the white slave owner. He shows how Sophia Auld changes after slavery. Use GO A-2 to compare and contrast her before and after slavery.
- Research slavery in Maryland. How was it different from slavery in other states? See these websites:
  http://slavery.msa.maryland.gov
  http://www.udel.edu/BlackHistory/abolitionists.html
- Spend some time researching Annapolis as a slave port.

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Week 1 - Day 5

- Read Chapter VII.

Vocabulary

- abolitionist (n & adj): *[n: one who favors the end, or abolition, of some law or custom, especially one who favored the end of slavery in the United States; adj: of or having to do with abolition]*
- chattel (n): *[an item of tangible movable or immovable personal property, such as a piece of furniture, an automobile, etc.]*
- denunciation (n): *[an act of denouncing; especially a public condemnation]*
- larboard (n): *[the port or left side of a boat facing forward]*
- starboard (n): *[the right side of a boat looking forward]*
- urchin (n): *[a mischievous and often poor and raggedly clothed youngster]*
- vindication (n)**:** *[the defense, such as evidence or argument, that serves to justify, or free from blame]*

Discussion Generators

1. According to Douglass, how did slavery injure Sophia Auld? *[Douglass said that she was once a pious, warm, and tenderhearted woman, but slavery took away her heavenly qualities.]*
2. Once Sophia determined that education and slavery were incompatible, how did she act toward Douglass? *[Sophia Auld became more violent in her opposition than her husband. She was not satisfied with simply doing as well as her husband had commanded her to do; she seemed anxious to do better. She watched Douglass to make sure he did not read a newspaper or book.]*
3. How did Douglass learn to read? *[He befriended the white boys in the street and sometimes traded bread for reading lessons.]*
4. What happened to Douglass the more he read? *[Douglass began to detest his enslavers the more he read. He thought of them as successful robbers who had stolen people from their home in Africa and brought them to a strange land to enslave them, He thought them most wicked.]*
5. Why does Douglass state that learning to read was "a curse rather than a blessing"? *[Douglass said that learning to read gave him "a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out."]*
6. What was the definition of abolition as determined by slave owners? Why do you think this was their definition? *[See Chapter VII, paragraph seven. Abolition was cited when a slave ran away and succeeded in getting clear, or if a slave killed his master, set fire to a barn, or did anything wrong in the mind of the slaveholder. Such actions were spoken of as the fruit of abolition. This was their definition because they did not want to admit that slavery was wrong.]*
7. Why did Douglass pretend he was not interested when the Irishmen advised him to run away? *[Douglass feared they were treacherous and would encourage him to escape only so that they could get a reward by catching him.]*
8. How long does Douglass live with Master Hugh Auld? *[He lived with him for seven years.]*
9. In his book, why doesn't Douglass give the names of the white boys who helped him learn to read? *[Douglass was concerned the boys would "suffer" if others knew they helped him because teaching blacks was still an offense.]*

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10. Where did Douglass learn to write? *[He learned to write in Durgin and Bailey's shipyard. He learned the letters that the carpenters wrote on the lumber. He also practiced on board fence, brick wall, and pavement. Later, he would look in Master Thomas's used copy book.]*

Writing Activities

- Some historians say that Douglass read *The Columbian Orator* when he was 12. Read this link: http://en.wikipedia.org/wiki/The_Columbian_Orator
  Compare it with what Douglass says in paragraph five of Chapter VII. Write down some of the facts in both the book and *The Columbian Orator* that justified getting rid of slavery.
- As Master Hugh Auld predicted, Douglass did become discontented the more he read. Douglass learned "the power of truth over the conscience of even a slaveholder" after reading Sheridan, who spoke on behalf of Catholic emancipation. Douglass came to regard his enslavers as robbers. Douglass began to feel that his "learning to read had been a curse rather than a blessing." Write a letter to Douglass, convincing him that his education was a blessing not a curse.
- In one hundred words or less, describe the ways in which Douglass's mistress, Sophia Auld, indicated to Douglass that she thought "slavery and education were incompatible with each other," as Douglass describes her attitude.

Hands-On Activities

- Using GO A-2, list the similarities and differences between Colonel Lloyd's plantation and the home of Mr. and Mrs. Auld in Baltimore. What similar ways of thinking did Lloyd and Auld have toward slavery?
- Speculate on the kinds of lessons Douglass received from the poor white boys. Make up a mock reading, spelling, or writing lesson. You can prepare a lesson for a younger sibling, if you like.
- *The Columbian Orator* challenged Douglass's thinking. Can you think of some books that have changed or challenged the way you think? Make up a list and explain how at least one of these books changed your thinking.
- Research some abolitionists that Douglass may have heard about at the time. See these websites:
  http://en.wikipedia.org/wiki/Abolitionism
  http://www.nationalarchives.gov.uk/education/resources/slavery/
- View the picture in the link below. Douglass had seen men and women get beaten worse than this. Do you think this picture helped the abolitionists or the slave owners? (You do not have to read the accompanying article, although you may do so if you like.)
  http://www.nps.gov/liho/historyculture/slavery.htm

Week 2 - Day 1

- Read Chapter VIII.

Vocabulary

- callous (adj): *[being hardened and thickened; having calluses]*
- dissipation (n): *[an act of self-indulgence]*
- entreaty (n): *[an earnest request or petition]*
- profligate (v): *[immoral and shameless; recklessly extravagant]*

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Discussion Generators

1. Why was a valuation of the estate of Douglass's old master, Captain Anthony, necessary? *[Captain Anthony died. His son Richard died, leaving Master Andrew and Mrs. Lucretia. The property needed to be divided evenly between the two of them.]*
2. Why was Douglass sent for? *[Douglass was sent for because he was to be valued just like all the other property.]*
3. How did Douglass feel about being valued along with the other property? *[Douglass felt once again his "detestation of slavery." He says he "had now a new conception of my degraded condition."]*
4. How were the slaves ranked for the valuation process? Were the slaves valued differently than the animals? *[The slaves—men, women, children, single and married—were ranked with horses, sheep, and swine. The slaves held the same rank of being as the animals.]*
5. How did Douglass and the other slaves feel after the valuation as they awaited finding out where they would be sent? *[Douglass says that the rest of the slaves felt "high excitement and deep anxiety" because their fate for life was being decided, and they were not part of the decision process. They feared being separated from friends and family forever. Most of the slaves feared going to Master Andrew, who was known to be a cruel master.]*
6. What did the slaves who might be assigned to Master Andrew fear? *[The slaves feared they would be sold to Georgia traders because Master Andrew was a drunkard who mismanaged his affairs. The slaves knew he would eventually sell his slaves to Georgia traders.]*
7. Why did Douglass feel he had more anxiety than most of the other slaves? *[Douglass felt that he knew how it was to be treated kindly. While the others knew nothing of being treated kindly, Douglass had experienced kindness.]*
8. Douglass says the other slaves were "men and women of sorrow, and acquainted with grief" Why do you think he used this expression to describe them? *[This expression refers to the sufferings of Christ. It is taken from Isaiah 53:3 (KJV). He saw his fellow slaves as suffering the same grief as Jesus.]*
9. Douglass says that "thanks to a kind Providence, I fell to the portion of Mrs. Lucretia." Why do you think he says this? *[He specifically says this using a capital letter "P" for Providence because he once more sees it as an act of God.]*
10. What happened to Douglass's grandmother after Lucretia and Master Andrew died? How did this make Douglass feel? *[His grandmother, although she had served the family from her youth and been quite loyal, was not freed when her master died. She was put in a little hut in the woods that had a mud chimney. She was left there to die of loneliness and helplessness. Douglass says that if she is still alive, she mourns the loss of her children, grandchildren, and great-grandchildren.]*
11. Douglass asks, when telling the story of his grandmother, "Will not a righteous God visit for these things?" Why do you think he asks this question? *[Throughout the narrative, Douglass challenges Christianity in terms of its support of slavery. In fact, this question is one of many places in the narrative that he challenges Christianity's support for slavery.]*
12. Why did Master Andrew brutalize Douglass's little brother? *[Master Andrew brutalized Douglass's little brother, Perry, because, as Douglass explains, "Perry had gone to play, when Master Andrew wanted him for some trifling service." Master Andrew then turned to Douglass after the brutal act and said, "That is the way I will serve you, one of these days" if he (Douglass) was to come into Master Andrew's possession.]*

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13. Douglass says he went through another painful separation when he was once more taken from Baltimore. Why? *[Douglass knew he would miss "several young colored men, who had made me their teacher" as well as "those little white boys from whom I received instruction."]*
14. What did Douglass pay attention to as he sailed in the sloop of the *Amanda*? *[Douglass paid attention to the direction that the steamboats took to go to Philadelphia.]*
15. As Douglass watched the steamboats make their way to Philadelphia, what was revived in him? *[As Douglass watched the steamboats, the desire to run away was revived. He resolved to wait for an opportunity to run away.]*
16. How does the author Whittier, whom Douglass quotes in this chapter, feel about the slave trade? *[Whittier seems to lament the fracturing of families. He considers the slaves his "stolen daughters," thereby giving them human worth and dignity.]*

Writing Activities

- Here is the poem *The Farewell* by John Greenleaf Whittier: http://www.bartleby.com/248/213.html Practice reciting the poem. How does the full poem make you feel? Can you write a poem like it?
- Write down what it must have felt like to be a slave and stand with the animals for the valuation process. Discuss the process of valuation. How do you think you would feel to be valued like an animal? What does the Bible have to say about the position of man in respect to the creatures of the earth?
- Douglass is sad to leave his friends (the boys who taught him to read and the young colored men he was teaching). What do you think they said to one another?

Hands-On Activities

- Using GO B-1, list the ways Douglass's grandmother served her master (see Chapter VIII, paragraph six). Did her years of service have any effect on her ultimate state of being left in a hut to die? Why or why not?
- Douglass's grandmother has no value to the new slave owner and she is left to die alone. Would you want to take care of your elderly grandmother? Role-play speaking to the new slaveholder. What would you tell him or her about Douglass's grandmother?
- Douglass cites John Greenleaf Whittier in this chapter. Read about Whittier at this website: http://en.wikipedia.org/wiki/John_Greenleaf_Whittier
- What were some of Whittier's other poems? Why was he so involved in the abolition of slavery? (Hint: What were his religious beliefs?)
- Using GO A-1, compare and contrast the way Douglass felt about leaving Master Hugh and Sophia Auld's home with the way he felt when he left Colonel Lloyd's home as a small boy.

Week 2 - Day 2

- Read Chapter IX.

Vocabulary

- destitute (adj): *[lacking something needed and desirable; lacking possessions and resources]*
- exhort (v): *[to incite by argument or advice, to urge strongly]*

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- pious (adj): *[marked by or showing reverence for deity and devotion to divine worship]*
- sagacity (n): *[penetrating intelligence and sound judgment]*
- subsist (v): *[to have or acquire the necessities of life (as food and clothing), especially to nourish oneself]*

Discussion Generators

1. Why do you think Douglass is now able to give actual dates for the first time in this chapter? *[Answers may vary. At this point in the book, Douglass recalls events and happenings when he was reading, and thus he is able to document the dates.]*
2. How many years have elapsed since Douglass had lived with Master Auld? Were they familiar with one another? *[It had been more than seven years. Douglass and Master Auld were "now almost entire strangers" to each other. Douglass was not ignorant of Master Thomas Auld's temper and disposition.]*
3. Was Thomas Auld's wife a kind mistress? *[No, both Mr. and Mrs. Auld were "equally mean and cruel."]*
4. What did Douglass experience at Master Thomas Auld's plantation that he had not experienced in more than seven years? *[Douglass began to feel "the painful gnawings of hunger." He had not experienced hunger since he left Colonel Lloyd's plantation.]*
5. What did Douglass call the "most aggravated development of meanness even among slaveholders"? *[Douglass regarded not giving slaves enough to eat as the most aggravated development of meanness even among slaveholders.]*
6. How did the slaves on Master Thomas's plantation mange to survive when they were not given enough food? *[They begged and stole from their neighbors.]*
7. Did the slaves think it was wrong to steal food? Why or why not? Do you agree or disagree with the slaves? *[The slaves did not think it was wrong to steal food because they needed it to survive.]*
8. Did the Auld plantation have sufficient food or was there a lack of food? *[There was an abundance of food in the safe and smokehouse.]*
9. What pious act did Mr. and Mrs. Auld engage in each morning? *[Each morning the Aulds would kneel and "pray that God would bless them in basket and store!"]*
10. What did Douglass consider the main character trait of Captain Auld? *[He considered meanness to be Captain Auld's leading character trait.]*
11. Did the slaves reverence Captain Auld? Why or why not? *[The slaves did not reverence Captain Auld. They did not even call him master. He was cruel but cowardly and firm but inconsistent.]*
12. What happened to the slaves after Captain Auld's religious conversion at a Methodist camp-meeting in August 1832? *[His religious conversion made him "more cruel and hateful in all his ways."]*
13. Why did Douglass think Captain Auld was crueler after his conversion? Do you agree with Douglass? *[Douglass felt that Auld "found religious sanction and support for his slaveholding cruelty." Answers may vary, but children should know that Douglass and other slaves did experience brutality at the hands of Christian slaveholders.]*
14. Auld's house was said to be "the house of prayer. He prayed morning, noon, and night." He became a leader and was active in the church. Did the slaves agree with the way the rest of the community viewed Captain Auld? Cite at least one example to support your answer. *[The slaves did not think highly of him. They saw him stuff the religious community with food while they were starving. The slaves also saw him pray but treat them badly.]*

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15. Why did the slaves like Mr. George Cookman? *[Mr. Cookman was thought to be instrumental in getting Mr. Samuel Harrison to emancipate his slaves The slaves also felt he must be working to emancipate the slaves. He seemed to have sympathy for the slaves.]*
16. What ended the Sabbath school that Mr. Wilson started? *[The school "met but three times, when Mr. West and Mr. Fairbanks, both class-leaders, with many others, came upon us (the slaves) with sticks and other missiles, drove us off, and forbade us to meet again."]*
17. Captain Auld quoted the scripture, "He that knoweth his master's will, and doeth it not, shall be beaten with many stripes," as he savagely whipped a lame woman, Henny. Douglass says Henny was an "offence" to Captain Auld because she was helpless. Do you think the scripture was used correctly? Why or why not? Do you agree with Douglass? *[Answers may vary. The scripture referred to is Luke 12:47. Read Luke 12:46–48 to understand the context. The scripture refers to believers readying themselves for Christ's return, not to a slave obeying his master. It is not clear why Captain Auld dislikes Henny and seems to take great pleasure in beating her all day. Students may speculate on why he beats her so severely, as the text does not give a definitive reason except for Douglass's opinion.]*
18. Why did Douglass have conflict with his master, Captain Auld? What did Auld do to resolve the conflict? *[Captain Auld thought Douglass's city life "had had a very pernicious effect" on Douglass and "ruined" him for "every good purpose." Douglass was sent to Mr. Covey, who had a reputation for breaking slaves.]*

Writing Activities

- Douglass used to go to Master William Hamilton's place to retrieve the horses and get fed because he was usually hungry. Think of some creative ways that Douglass may have been able to get food. If you cannot think of any ways, consider writing a letter to Mr. and Mrs. Auld, convincing them to provide enough food for their slaves. Use scripture to make your point.
- Read the following article that discusses the Christian support of U.S. slavery. Can you cite at least three points from the article and discuss them with your family? http://www.religioustolerance.org/chr_slav1.htm

Hands-On Activities

- Using GO E-4, make a character dossier of Mr. Edward Covey. See the last paragraph of Chapter IX to help you with his traits.
- Read the following scripture that was used to justify slavery. Read one or two of the scriptures in context. What do the scriptures really mean? http://historyscoop.com/2011/11/07/biblical-verses-used-by-slaveowners-to-justify-slavery/
- Read the following link. What do you conclude about slavery and the Bible? http://www.episcopalcafe.com/daily/politics/faith_and_politics/american_slavery_justified.php
- Read this article. Do you agree with the author that God does not like slavery? http://www.pleaseconvinceme.com/index/What_God_Says_About_Slavery
- This is the third time that Douglass leaves his home. Using GO A-3, compare and contrast Douglass's feelings about leaving Master Thomas Auld with his departure from Colonel Lloyd's plantation and, later, his departure from the home of Master Hugh and Sophia Auld.

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Week 2 - Day 3

- Read Chapter X.

Vocabulary

- ague (n): *[a fever (as malaria) marked by paroxysms of chills, fever, and sweating that recur at regular intervals]*
- annihilate (v): *[to cause to be of no effect; to destroy the substance or force of]*
- apostrophe (n): *[the addressing of a usually absent person or a usually personified thing rhetorically]*
- calk (v): *[variation of caulk: to stop up and make tight against leakage (as a boat or its seams, the cracks in a window frame, or the joints of a pipe]*
- discordant (adj): *[being at variance, not in harmony]*
- imprudent (adj): *[lacking discretion, wisdom, or good judgment]*
- perdition (n): *[eternal damnation, utter ruin]*
- quail (v): *[to give way, to lose heart or courage]*
- solemnity (n): *[formal or ceremonious observance of an occasion or event]*
- turbid (adj): *[thick or opaque with or as if with roiled sediment]*

Discussion Generators

1. Why did Douglass get his first whipping at Mr. Covey's farm? *[Douglass was accused of trifling his time away when he was actually trying to handle the oxen and the cart. Students may also describe what happened in the first paragraph of Chapter X.]*
2. During the first six months of living with Mr. Covey, did a day ever pass without Douglass getting a whipping? *[Douglass says that during the first six months at Mr. Covey's, "scarce a week passed without his whipping me."]*
3. What was the excuse given for whipping Douglass? *[Douglass's awkwardness was always the excuse given for a whipping.]*
4. Did Covey give the slaves enough to eat and sufficient time to eat it? *[Covey gave the slaves enough to eat, but he did not give them enough time to eat.]*
5. Why was Covey called "the snake"? *[He was called the snake because he used to hide and sneak up on the slaves. Douglass says that "he would sometimes crawl on his hands and knees to avoid detection (by the slaves), and all at once he would rise nearly in our midst" and scream at the slaves.]*
6. Was Mr. Covey a praying man? Did he have family devotions? *[Yes, Covey prayed a short prayer in the morning and a long prayer at night. Yes, Covey had family devotions.]*
7. Douglass says that Covey deceived himself into thinking that he was a sincere worshipper. What evidence does Douglass cite to make this statement? *[Douglass thought him insincere as a result of his behavior. He even referred to Covey's forcing a woman slave to commit adultery.]*
8. How were the children (twins) that Caroline bore for the Coveys looked upon? *[The children were looked upon as an extension of the Coveys' wealth. The Coveys were happy about their birth.]*

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9. Douglass says he was "made to drink the bitterest dregs of slavery" during the first six months' stay with the Coveys. Why does he say this? *[The slaves worked in all kinds of weather. It was never too hot or too cold. They worked in rain, hail, wind, and snow.]*
10. Douglass says that Mr. Covey succeeded in breaking him. What specifically does Douglass mean? *[Douglass says he was broken in spirit, soul, and body. He no longer had the desire to read, and his intellect languished. Douglass says he was now a brute.]*
11. What did Sandy tell Douglass about the root? *[Sandy told Douglass that the root would protect him from getting whipped by Mr. Covey. He believed that if the root was carried on his right side, no white man would be able to whip him.]*
12. What happened when Covey went to whip Douglass on his return to the farm? *[Covey was not able to overpower Douglass, who decided to fight back and not be whipped. The two men wrestled for nearly two hours. Covey finally let Douglass go as he (Covey) was huffing and puffing.]*
13. Did Covey ever strike Douglass after they had wrestled together? *[Covey never struck Douglass after the fight. Douglass says he was never hit again for the next six months.]*
14. Why does Douglass say the fight with Covey was "the turning point in my career as a slave"? *[Douglass says it rekindled his desire for freedom and revived in him a sense of manhood. It inspired him again with the desire to be free.]*
15. Why does Douglass think Covey did not report his (Douglass's) fighting with him? *[Covey had a reputation as a Negro-breaker and a first-rate overseer. His reputation was at stake. He did not want to admit that a sixteen-year-old boy had nearly overpowered him.]*
16. What did the slaveholders encourage the slaves to do during the time they had a bit of freedom? Why? How did this keep down slave rebellion? *[The slaveholders encouraged the slaves to get drunk so they would view freedom negatively. By giving slaves a brief span of time each year to release their rebellious spirit, slaveholders kept them manageable for the rest of the year. By encouraging them to spend the holiday riotously drunk, slaveholders ensured that freedom would become unappealing.]*
17. What happened to Douglass that caused him to lose his job when he was employed by Mr. Gardner as a shipbuilder? *[Douglass was beat up by four white apprentices who did not want Negroes taking their jobs.]*
18. Why was Douglass so important to his master when he was employed as a calker? *[Douglass was able to command a high wage due to his experience. He regularly brought his master six to seven dollars a week.]*
19. Douglass noticed that, as a slave, whenever his living or working conditions improved, he desired freedom even more. Why do you think this was so for Douglass? *[Answers may vary. As Douglass got a taste of freedom, he desired to be fully free. He was not happy to be partially free. For instance, when he was working for his wage and turning the money over to his master, he began to desire having a job and keeping his own money.]*
20. Who got Douglass out of jail, and where was Douglass sent after he was released from jail? *[Captain Auld surprised Douglass by retrieving him from jail. He (Captain Auld) then decided to send Douglass back to Baltimore to learn a trade.]*
21. Douglass compares Master Hugh's taking his wages to the actions of a pirate. Why did he say that? *[Douglass felt that his wages were being stolen from him by Master Hugh.]*

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Writing Activities

- Due to the repeated whippings, hard labor, and exhaustion, Douglass begins to lose his cheerfulness and the desire to learn. He considers killing himself or Covey. If you had the opportunity to speak to Douglass, what would you say? Compose a list of points you would make to encourage him. Use your Bible.
- Using GO B-1, speculate on why Covey did not report the fight with Douglass. Write a paragraph about why you think Covey did not tell anyone that Douglass fought with him.
- Douglass discusses the slaves' being encouraged to drink during their time of relative freedom so that they would want to return to the fields to work. Douglass says, "It was deemed a disgrace not to get drunk at Christmas." Douglass says this act was "the most effective means in the hands of the slaveholder in keeping down the spirit of insurrection." Expand on Douglass's thoughts. What did the slave owners want the slaves to think about freedom? Write your thoughts in a paragraph.

Hands-On Activities

- Using GO B-3, write down some of the ways the slaves were directed to celebrate Christmas.
- Using GO E-4, write down the character traits of Mr. Freeland.
- What do you think Douglass taught in his Sabbath school? Role-play as if you were Douglass—how do you think he taught his 40 scholars? Be creative. Remember that he did not necessarily have a blackboard.
- Douglass quotes Patrick Henry: "Give me liberty or give me death." Why do you think he quotes Henry? Read Patrick Henry's speech and compare it with some of the ideas you read about in Chapter X. http://libertyonline.hypermall.com/henry-liberty.html
- Douglass says the jail accommodations were better than expected. In fact, they even had a window. What do you think the slave quarters looked like, given the fact that Douglass thought the jail "comfortable"? Sketch a picture of the living accommodations for most slaves.

Week 2 - Day 4

- Read Chapter XI.

Vocabulary

- ardor (n): *[emotional warmth, eagerness, zeal]*
- betoken (v): *[to give evidence of, show]*
- dilapidated (adj): *[decayed, deteriorated, or fallen into partial ruin, especially through neglect or misuse]*
- palpably (adj): *[capable of being touched or felt]*
- wharf (n): *[a structure built along or at an angle from the shore of navigable waters so that ships may lie alongside it to receive and discharge cargo and passengers]*

Discussion Generators

1. How did Douglass actually escape from slavery? *[There are no details because Douglass does not provide any specifics on how he managed to finally get free.]*

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2. What was Douglass's reason for withholding the facts of his escape? *[He did not want to reveal how he escaped because it might hinder "a dear brother" from escaping, as he had done.]*
3. What were Douglass's criticisms of the Underground Railroad? *[Douglass felt those serving in the Underground Railroad talked too much about it, such that it was no longer secretive. He termed it the "upper-ground railroad." He felt this made them less effective. He felt it negatively affected slaves who were trying to escape because so many people knew about them. He felt the merciless slaveholder should be kept "profoundly ignorant of the means of flight adopted by the slave."]*
4. What did Douglass do with his wages? Why did he do this? *[Douglass turned all his wages over to his master, Thomas Auld. Although it was an unfair arrangement, Douglass agreed to turn over his wages to Thomas Auld. He was to pay him for use of his tools, board, clothes, and food, etc., essentially giving all his wages. He was a slave and could not earn his own money.]*
5. Did Douglass enjoy working for Thomas Auld? *[No, he did not enjoy working for him, but he did like having the responsibilities of a freeman even though he could not enjoy the privileges of a freeman.]*
6. How did Douglass feel about leaving Baltimore and escaping to the North? *[Douglass knew he would miss his friends and relationships in Baltimore. He felt that many other slaves did not try to escape because of "cords of affection."]*
7. Douglass attended a "camp meeting" and was late paying Master Thomas Auld his wages. What did Master Thomas Auld threaten Douglass with when he returned? *[Douglass was late giving Auld his (Douglass's) wages because he went to a camp meeting He was threatened with a severe beating and told he could not work independently anymore.]*
8. Why did Douglass decide to work diligently for Master Thomas Auld, after refusing to work for a week? *[He decided to work diligently so that he could plan for his escape and so that Auld would not get suspicious.]*
9. How did Douglass feel when he finally got to New York? Why? *[He found himself in an unfamiliar city, without shelter, food, money, or friends. He was surrounded by people but afraid to speak with anyone for fear they would turn him in.]*
10. How did David Ruggles help Douglass? *[Ruggles, an abolitionist and journalist, advised Douglass to go to New Bedford, Massachusetts, to find work as a calker. Douglass writes to his fiancée, Anna Murray, a free black woman from Baltimore. Anna joins Douglass in New York. Ruggles witnesses their marriage and gives Douglass five dollars and a letter of recommendation.]*
11. How did Frederick Douglass get the name "Douglass"? Why didn't he change his first name? *[Mr. Nathan Johnson had been reading the "Lady of the Lake" and suggested the name Douglass. Douglass was the name of a knight in Sir Walter Scott's "Lady of the Lake." Douglass wanted to hold onto his first name to maintain his identity.]*
12. Douglass was surprised that New Bedford, Massachusetts, had such wealth. Why was he so surprised? *[Douglass had assumed northerners were poor because they had no slaves.]*

Writing Activities

- Douglass wanted the slave owner to live with "invisible tormentors," always looking over his shoulder and wondering who might be there to help slaves escape to freedom. He, thus, does not reveal how he escaped. Do you think Douglass is successful in causing discomfort to slave owners by doing this? Why or why not? Write a paragraph defending your position.

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- How do you think Douglass felt when he reached New York? Pretend that you are Douglass and writing to Anna Murray. What would you say about your thoughts concerning New York and freedom? How would you encourage her to come join you?
- Using GO A-3, contrast the life of free blacks in the North with those of slaves in the South. Write a paragraph comparing and contrasting the differences and similarities.

Hands-On Activities

- See the print of Frederick Douglass at the following website. Use GO A-2 to contrast this with his life as a slave. http://www.printsoldandrare.com/blackhistory/228bh.jpg
- Review the following Frederick Douglass family tree. Make a family tree of your family members. http://memory.loc.gov/ammem/doughtml/famtree.html
- Here are some snippets from *The Liberator* newspaper that Douglass read. Read some of the articles. What do you think attracted Douglass to the newspaper? http://www.theliberatorfiles.com/
- Research the Underground Railroad. The Underground Railroad was an organized group of individuals, both black and white, who helped slaves escape to freedom. In the North, it was largely organized by Quakers.

Week 2 - Day 5

- Read the Appendix, review the book, and take a final exam.
- Here is a link to the Appendix, which is not included in some editions of the book: http://classiclit.about.com/library/bl-etexts/fdouglass/bl-fdoug-narrative-app.htm

Vocabulary

- Review all the vocabulary words.

Discussion Generator

1. Some call *Narrative of the Life of Frederick Douglass* a literary classic. What is meant when it is said that a literary work is a classic? *[A literary classic is a work of the highest excellence that has something important to say about life and/or the human condition and says it with great artistry.]*

Hands-On Activities

- Read the following story of Frederick Douglass. What were some of Douglass's notable accomplishments after he obtained his freedom? Use GO E-4 to write a character dossier on a "freed" Frederick Douglass. http://gardenofpraise.com/textb48.htm
- Here is the link to read about Douglass's final autobiography, *The Life and Times of Frederick Douglass*. http://memory.loc.gov/ammem/doughtml/words.html
- Note some important facts about Douglass after reading this article.

  http://www.math.buffalo.edu/~sww/0history/hwny-douglass-family.html
- Douglass eventually became legally freed after his English friends paid Hugh Auld for Douglass, and thus Douglass was no longer a fugitive slave. Can you find other interesting facts about the life of Frederick Douglass?

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- Reconciliation Walk
  http://www.kintehaley.org/memorialeventsFAQs.htm
  http://www.washingtonpost.com/wp-dyn/content/article/2007/05/14/AR2007051402312.html
- Read the following historical context on Douglass:

  http://www.sparknotes.com/lit/narrative/context.html
- As noted previously, some call *Narrative of the Life of Frederick Douglass* a literary classic. Recall the definition that a literary classic is a work of the highest excellence that has something important to say about life and/or the human condition and says it with great artistry. Then, using GO Z-2, evaluate this book. Do you think it ranks as a literary classic?

Final Activity

- Test your understanding of Douglass's life. **Take the following Quiz.**

  http://gardenofpraise.com/tests/test_douglass.pdf

  [*Answers to the quiz:* (1-B, 2-C, 3-A, 4-A, 5-D, 6-C, 7-B, 8-A, 9-B,10-C, 11-B, 12-A, 13-A, !4-D, 15-C, 16-B, 17-C, 18-B, 19-C, 20-A)
  Note: *This test may be used to document your student's understanding of the book as well as of historic records as it tests the knowledge of the book and of Douglass's life.]*

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Compare and Contrast

Project _____

Name _____

Date _____

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Compare and Contrast

Basic Text

Title _____

Name _____

Date _____

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Compare and Contrast

Project _____

Name _____

Date _____

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Cause and Effect

Cause	Effect

Project _____

Name _____

Date _____

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Event #1

Happened Because

Consequence:

Event #2

Happened Because

Consequence:

Project _____

Name _____

Date _____

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Project _____

Name _____

Date _____

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Word / Part of speech	Drawing or Symbol for the Word

Definition

Sentence _____

_____

_____

Word / Part of speech	Drawing or Symbol for the Word

Definition

Sentence _____

_____

_____

Project _____

Name _____

Date _____

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Character Dossier

Name _____ Age _____

Physical Description _____

_____

_____

_____

Picture

Goals _____

_____

_____

Background _____

_____

_____

Strengths _____

_____

_____

Weaknesses _____

_____

_____

Friends/Enemies _____

_____

_____

Hobbies/Interests _____

_____

_____

Other Information _____

_____

_____

Title _____

Name _____

Date _____

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Book Evaluation

How would you rate this book in the following areas?

Plot	Excellent ____	Very Good ____	Good ____	Fair ____	Poor ____
Dialogue	Excellent ____	Very Good ____	Good ____	Fair ____	Poor ____
Character Development	Excellent ____	Very Good ____	Good ____	Fair ____	Poor ____
Word Usage	Excellent ____	Very Good ____	Good ____	Fair ____	Poor ____
Spiritual Value	Excellent ____	Very Good ____	Good ____	Fair ____	Poor ____

Describe how this book could be applied to your life or describe a part of the book (or a character) with which you can identify. _____

_____

_____

Strengths of this book

_____

_____

_____

Weaknesses of this book

_____

_____

_____

What is your overall opinion of this book? Excellent ____ Very Good ____ Good ____ Fair ____ Poor ____

Support Your Opinion: _____

_____

_____

Title _____

Name _____

Date _____

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