

# NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS

## LIVING LITERATURE SERIES

FREDERICK DOUGLASS

A PERMA-BOUND PRODUCTION

TEACHER'S GUIDE

GUIDE WRITTEN BY MARY ELLEN SNODGRASS

### SYNOPSIS

The oldest son of a slave mother, Harriet Bailey or Baily, Frederick Bailey was sired by an unidentified white father and born in a cabin near Tuckahoe, Maryland, in February 1817 or 1818. His master, Captain Anthony, hid from slaves the facts of their birth. In a first-person narrative, Douglass tells how he resides with his maternal grandparents, Isaac and Betsey Bailey. His mother, a field hand working twelve miles away, dies at a farm near Lee's Mill. He hates Anthony's overseer, a vicious drunkard named Plummer, who whips Douglass's Aunt Hester for keeping company with Lloyd's Ned.

Douglass is one of the Anthony family's 300-400 slaves. The family includes Anthony's sons, Richard and Andrew, and his daughter Lucretia and her husband, Captain Thomas Auld. Meager food, inadequate clothing, and constant beatings make slave life bleak. Douglass works as a cowherd on Lloyd's land, which Anthony manages. The Lloyd sons and son-in-law whip the slaves at will and allow no back-talk. The slaves eat mush from a wooden trough with their hands or with an oyster-shell scoop. At age 7 or 8, Douglass is transferred to the home of Hugh and Sophia Auld in Baltimore as caretaker of the Aulds' son Thomas. The trip takes him by ship to Annapolis, the first city he has ever seen. The Aulds are humane owners who treat slaves well to avoid the censure of neighbors. Sophia Auld teaches him the alphabet and simple words until Auld objects that Douglass will take advantage of her kindness.

During his seven years in Baltimore, Douglass continues studying to improve himself. He learns words from white children and bribes some to write words with chalk. He watches ship's carpenters at Durgin and Bailey's shipyard to learn from their writings. He studies *The Columbian Orator*, a pamphlet containing Sheridan's denunciation of slavery. He becomes so discontent with bondage that he considers suicide. He learns the words abolition and abolitionist and decides to run away. He practices tracing letters on fences, walls, and pavement with chalk and copies words from *Webster's Spelling Book* and in Thomas Auld's copybook. After the death of Lucretia Auld, Thomas Auld reclaims Douglass and takes him to a farm in St. Michael's, a move that distresses Douglass because it ends a pleasant life in Baltimore.

Because of Douglass's unsuitability after living under easier management in the city, on January 1, 1833, Auld places him near the Chesapeake Bay under the supervision of Edward Covey, a "nigger-breaker" who overworks and whips him daily for the first six months of his work as a field laborer. Covey can afford to buy only one slave for himself and purchases Caroline, a breeder, whom he matches with a slave of Samuel Harrison. Their union produces twins, who enrich Covey with two more lives under his control. Under Covey Douglass suffers severe depression and spends

Sundays in near stupor from six days of dawn-to-dusk labor.

In August 1833, Douglass collapses while fanning wheat. Covey kicks him and strikes him. Bloodied and aching, Douglass returns to Thomas Auld to complain. According to a previous agreement for one year's labor, Auld sends him back to Covey after dosing Douglass with salts and letting him spend the night. After Covey waylays Douglass, he finds the slave unwilling to be dominated. Their two-hour fight concludes with Covey calling for help and never again harming Douglass.

Christmas Day 1833 begins the traditional week of leisure for slaves. On January 1, 1834, Douglass goes to work for William Freeland, who lives three miles from St. Michael's. During the first year, Freeland gives slaves adequate food and time to enjoy it, provides proper tools, and works them a sensible number of hours. At the urging of fellow slaves, Douglass establishes a Sabbath school for slaves. In the second year of work for Freeland, Douglass is consumed by a longing for freedom. At Easter in 1836, he plots with four slaves to paddle a canoe across the Chesapeake Bay to free territory. On the day of their flight, constables arrive and overpower the plotters. Betsy Freeland accuses Douglass of leading the conspiracy.

When Douglass is confined at the Easton jail, slave dealers come to examine the men. Freeland reclaims the three conspirators, but leaves Douglass behind. Captain Thomas Auld decides against sending Douglass to Alabama. He sends Douglass back to Hugh Auld in Baltimore, who puts Douglass to work under William Gardner in the shipyard. Four white apprentices beat Douglass, endangering his left eye. Douglass complains to Hugh and Sophia Auld, who tend his eye and sympathize with his plight. Douglass enters the employ of Walter Price to learn caulking. He earns wages of nine dollars a week, which he turns over to Auld each Saturday night.

In May 1838, Douglass hires out as a free agent and pays Auld six dollars a week for upkeep. In August, a quarrel about Douglass's freedom of movement ends the arrangement. He makes up his mind to flee slavery and continues working to throw off suspicion. On September 2, 1838, he travels north on the falsified papers of a freedman sailor. Assisted by David Ruggles in New York City, Douglass reunites with Anna Murray and marries her on September 15. The pair takes passage on a ship to New Bedford, Massachusetts, and live under the protection of Mr. and Mrs. Nathan Johnson.

Douglass conceals his identity by taking the name of the hero in Sir Walter Scott's *The Lady of the Lake*. On the third day, he finds employment as a wharf hand, but cannot get employment as a caulker. He regularly reads the *Liberator* and attends an anti-slavery meeting in Nantucket on August 11, 1841. Urged by William C. Coffin to tell of his life in slavery, he addresses a meeting of free blacks in New Bedford.

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The role of orator fills him with hope and pride in accomplishment.

### BIOGRAPHICAL SKETCH

Frederick Douglass clearly detailed his early life in his autobiography, a compelling slave narrative. At the age of 24, he became an agent of abolitionist William Lloyd Garrison and promoted the *Liberator* and the *Anti-Slavery Standard*. At anti-slavery meetings, Douglass recounted experiences under cruel masters and overseers. After he developed a reputation among pro-slave factions, he was beaten and his right hand crushed in Pendleton, Ohio. Because he was a smooth speaker, audiences began to doubt his past. To establish his identity, he wrote his autobiography, *Narrative of the Life of Frederick Douglass, an American Slave* (1845), at the risk of recapture under the Fugitive Slave Law. The book was a bestseller in New England and Europe. He wrote three more autobiographies: *My Bondage and My Freedom* (1855), *Life and Times of Frederick Douglass* (1881), and in 1892, the final *Narrative of the Life of Frederick Douglass*.

Leaving his wife and four children, Douglass left their home in Lynn, Massachusetts, and traveled to England, where slavery had been abolished in British lands since 1838. British supporters paid Hugh Auld \$710.96 for his manumission. After a two-year tour among people who welcomed him as an equal, Douglass returned to the United States to continue the fight for emancipation and settled in Rochester, New York. He joined the fight of Elizabeth Cady Stanton and other women's rights proponents. He used funds from his English backers to found the *North Star*, a newspaper he renamed the *Frederick Douglass' Paper*. One of his most widely anthologized speeches, "What to the Slaves Is the Fourth of July?" (1852), explains why Douglass considered full citizenship for blacks essential. He aided fugitive slaves at the Rochester branch of the underground railroad, but encouraged abolitionists to avoid violence in their fight against bondage.

Under the influence of John Brown, Douglass came to believe that violence was the only method that would crush slavery. After federal troops halted Brown's raid on Harpers Ferry, Virginia, in October 1859, Brown and his men were hanged. Even though he took no part in the raid, Douglass fled to Canada to avoid arrest. On his return home, Douglass supported the candidacy of Abraham Lincoln and supported the Union army. He helped to recruit for the 54th and 55th Massachusetts Colored Regiments, in which his sons, Frederick, Jr., and Lewis, fought. President Lincoln was the first of five Presidents to seek Douglass's advice. On Douglass's advice, the War Department armed former slaves and employed them in battle.

After Lee's surrender at Appomattox Courthouse, Douglass took up the problems of free black people by calling for reforms in education, prisons, sexual equality, labor, temperance, and voting rights. During Reconstruction, he fought Jim Crow laws and bombarded editorial pages with demands for equality. His fame as a lecturer led to an offer of the presidency of the Freedman's Bureau, which he declined. In 1871, he settled in Washington, D. C., to edit the *New National Era*, which warned of violent white supremacists in the Ku Klux Klan. After the Fifteenth Amendment gave blacks the right to vote, he accepted the presidency of the Freedmen's Bank and served as a U.S. marshal and the recorder of deeds for the District of Columbia.

In 1877, Douglass retired at Cedar Hill, his Washington residence. After Anna's death in 1884, he dismayed black and white supporters by marrying his white secretary, Helen Pitts. After returning from a tour of Europe, he became U.S. consul general to Haiti, but resigned in 1891. Two years later, on February 20, 1895, he died from heart failure on the speaker's platform at a women's suffrage rally. He was buried in Rochester's Mount Hope Cemetery.

### CRITIC'S CORNER

Frederick Douglass is a unique author in the history of American literature. The founder of the genre of slave narratives, he initiated a mode of expression for people who had been both powerless and voiceless. As an editor, he maintained the strongest black newspaper in American history. As an orator, he addressed millions of listeners, many of whom were hostile and threatening. His insistence on the fight for emancipation turned media attention from states' rights to the issue of bondage in the South. At the height of his career, he delivered over 300 addresses and lectures a year, often staying on the road when he longed to be with his wife and children. During a visit to England, he was absent when his fifth child, Annie, died. Many sorrows afflicted him, particularly disagreements with his mentor, William Lloyd Garrison, and his failure to teach Anna to read and write. He was usually the only black person included at government meetings and consultations. He was excluded from Lincoln's second inauguration and had to send a note to the President to obtain admission. His numerous federal appointments and consultations often subjected him to the discomforts of travel on segregated trains and substandard accommodations at inns and restaurants.

Significant to Douglass's success were a noble posture, dignified behavior, and handsome features, particularly his wide eyes and lustrous white hair. His rich voice riveted listeners with a blend of encouragement, scriptural exhortation, and fierce accusation of slaveholders. His staunchest orations he liberally sprinkled with wisdom, wit, and humor. Statues in Highland Park and on Route 328 at the Tuckahoe Bridge in Maryland commemorate his achievements for freedom. Elizabeth Cady Stanton honored him with a tribute to his devotion to liberty, justice, and equality. February was chosen for Black History Month because both Douglass and Abraham Lincoln were born that month.

### GENERAL OBJECTIVES

1. To contrast different methods of working and disciplining slaves
2. To list types of deprivation, intimidation, and abuse
3. To define abolitionism
4. To examine the damage done by racism and oppression
5. To summarize political changes during the Civil War
6. To list self-defensive and survival methods
7. To expound on the theme of self-education
8. To discuss the influence of the Underground Railroad and the Anti-Slavery Society
9. To contrast settings
10. To account for a hopeful ending

### SPECIFIC OBJECTIVES

1. To describe the benefits of literacy, marriage, and a trade
2. To note Douglass's mental and emotional turmoil as he

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decides to flee his master

3. To evaluate Douglass's rise to prominence through oratory
4. To account for Covey's cruelty to field workers
5. To analyze scenes in which Douglass must fight for his life
6. To comprehend Douglass's choices of surnames
7. To analyze Douglass's role in the abortive flight by canoe and subsequent arrest and incarceration
8. To discuss the family connections between Douglass and the Lloyds, Aulds, and Anthonys
9. To evaluate Douglass's work in the shipyard
10. To project how Douglass becomes a noted orator and emancipator

### MEANING STUDY

Below are words, phrases, sentences, or thought units that have a particular meaning in this autobiography. Explain each. Chapter and page numbers pinpoint the context in which the item appears.

1. She is ever disposed to find fault with them; they can seldom do any thing to please her; she is never better pleased than when she sees them under the lash, especially when she suspects her husband of showing to his mulatto children favors which he withholds from his black slaves. (Chapter 1, p. 23)  
*(Frederick Douglass expresses the difficulties of slave children sired by their master, yet never indulges in overt consideration that he himself might have been his master's son. The mystery of his obvious mulatto racial makeup and the possibility that Anthony was his father remains in the background as irrelevant because there is no proof. However, Douglass continues studying the quandary of these mixed-blood children, whom masters sell "to human flesh-mongers.")*
2. Whether this prophecy is ever fulfilled or not, it is nevertheless plain that a very different-looking class of people are springing up at the south, and are now held in slavery, from those originally brought to this country from Africa; and if their increase will do no other good, it will do away the force of the argument, that God cursed Ham, and therefore American slavery is right. (Chapter 1, p. 24)  
*(Douglass relates the plight of mulatto slaves to a biblical curse that Southern pro-slavery forces used to justify bondage. In Genesis, Ham, the third son of Noah, was cursed for observing his father drunk and naked in his tent. According to Genesis 9, "Cursed be Canaan; a servant of servants shall he be to his brethren." The Talmud also mentions Ham's punishment for immorality and his ancestry in Africa. Christian genealogy lists Ham as the patriarch of Egyptians. Stephen Vincent Benét's John Brown's Body comments, "I got my sailing orders from the Lord. It's down there [in the Bible], Mister, down there in black and white—the sons of Ham—bond-servants—sweat of their brows.")*
3. Mr. Gore acted fully up to the maxim laid down by slaveholders,—“It is better that a dozen slaves suffer under the lash, than that the overseer should be convicted, in the presence of the slaves, of having been at fault.”

(Chapter 4, p. 38)

*(A Southern truism describes how overseers go to any lengths to avoid culpability or the appearance of ignorance. Mr. Gore gladly lets slaves suffer for any misdemeanor. As Douglass comments, "To be accused was to be convicted, and to be convicted was to be punished; the one always following the other with immutable certainty. To escape punishment was to escape accusation; and few slaves had the fortune to do either, under the overseership of Mr. Gore.")*

4. Our food was coarse corn meal boiled. This was called *mush*. It was put into a large wooden tray or trough, and set down upon the ground. The children were then called, like so many pigs, and like so many pigs they would come and devour the *mush*; some with oyster-shells, others with pieces of shingle, some with naked hands, and none with spoons. (Chapter 5, p. 44)  
*(Because slaves were considered farm animals, owners bought, bred, and treated them like domestic livestock. The use of a common trough for feeding enabled the owner to take a head count at mealtime. Slaves, who were underfed, would have to fend for themselves by getting to the trough at the beginning of feeding. The daily meal provided the overseer or owner an easy access to all slaves and a quick estimation of who was ill or too incapacitated to walk or who had fled to freedom.)*
5. The first step had been taken. Mistress, in teaching me the alphabet, had given me the *inch*, and no precaution could prevent me from taking the *ell*. (Chapter 7, p. 53)  
*(Douglass's owner had warned his wife that a slave would take advantage of learning by becoming ungovernable and unremunerative to his master. The image that expresses Douglass's evolution from amenable slave to rebel compares the *inch* to the *ell*, a unit of the British system of weights and measures. The *ell* was equal to 45 inches or 1.14 meters. The pronunciation of the word made it a common figure in Elizabethan puns.)*
6. When left thus, I used to spend the time in writing in the spaces left in Master Thomas's copy-book, copying what he had written. (Chapter 7, p. 58)  
*(The use of copybooks as teaching tools was common throughout American educational history into the first half of the twentieth century. Students used patterned letters in hornbooks or on posters or prepared sheets of paper to learn the alphabet, numbers, symbols, and marks of punctuation. More advanced students kept compendia of citations, aphorisms, verses from the Bible, and poetry. Students were expected to memorize the sentiments as they copied the letters. Most important, a good round hand, like the ability to spell or compute, was considered an adjunct to education and personal correspondence.)*
7. If my poor old grandmother now lives, she lives to suffer in utter loneliness; she lives to remember and mourn over the loss of children, the loss of grandchildren, and the loss of great-grandchildren. They are, in the language of the slave's poet, Whittier—"Gone, gone, sold and gone . . ." (Chapter 7, p. 62)  
*(While contemplating his grandmother's banishment to the woods to die, Douglass lauds John Greenleaf Whittier, of Quaker origin, who published in his teens in*

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*William Lloyd Garrison's Free Press. Declared an abolitionist in 1833, he composed a tract, "Justice and Expedience," and devoted his writings to emancipation. An editor and journalist in the cause of abolition, he spent thirty years combating slavery. After the Civil War, he secluded himself and continued writing humanistic poetry. For his abstemious example, visitors and readers proclaimed him a saint of poetry.)*

8. We were often in the field from the first approach of day till its last lingering ray had left us; and at saving-fodder time, midnight often caught us in the field binding blades. (Chapter 10, p. 73)

*(Douglass recalls the heavy work of harvest time, which extended his field responsibilities to reaping and binding grain for winter storage. Fodder had to be dried and carefully preserved to keep out mice and to halt the spread of mold or decay. The preserved sheaves kept the livestock fed after snows depleted their forage. Ironically, the hard work that kept cows alive threatened the health of slaves.)*

9. On one of the hottest days of the month of August, 1833, Bill Smith, William Hughes, a slave named Eli, and myself, were engaged in fanning wheat. (Chapter 10, p. 77)

*(To separate wheat from chaff or unwanted hulls and stems, reapers worked in the treading-yard tossing or trampling the seed heads of rye, wheat, or other grains. They separated the parts of each stem, then fanned the lighter chaff from the remaining grain. As Douglass points out, the job of fanning is light compared to other aspects of harvesting, but the act of waving a fan over the harvest quickly depleted his energies, causing him to feel headachy and faint. One explanation of his ailment is the ingestion of chaff, which impeded the air passages.)*

10. After threatening me thus, he gave me a very large dose of salts, telling me that I might remain in St. Michael's that night, (it being quite late,) but that I must be off back to Mr. Covey's early in the morning; and that if I did not, he would get hold of me, which meant that he would whip me. (Chapter 10, p. 80)

*(The use of salts as a physic or laxative had several purposes. Because salts force the intestines into a harsh expulsion of their contents, they purge the body of offending materials, such as poisons, disease, or toxic substances from contaminated foods. Another purpose was to rid the body of strong emotion, such as anger, violence, or envy. Dating to the Middle Ages, internal treatments such as bleeding and purging were meant to restore a balance of health and emotion. In the case of Douglass, his severe exertions during the fight and his flight to his owner taxed his system, as did the purging and return walk to Covey.)*

### COMPREHENSION STUDY

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages from the autobiography.

#### Questions 1-5 Literal Level

1. How does Frederick Douglass suffer during his flight from Maryland to New York City?  
*(Although Frederick Douglass passes without challenge*

*from Maryland by ship and rail to New York, he is terrified of challenge or recapture, which could mean mutilation or death. In his autobiography, he cites his motto, "Trust no man." He describes the fearful journey in a lengthy apostrophe to a hypothetical listener:*

*Let him be a fugitive slave in a strange land— . . . where he is every moment subjected to the terrible liability of being seized upon by his fellowmen, as the hideous crocodile seizes upon his prey!—I say, let him place himself in my situation—without home or friends—without money or credit—wanting shelter, and no one to give it— wanting bread, and no money to buy it,—and at the same time let him feel that he is pursued by merciless men-hunters, and in total darkness as to what to do, where to go, or where to stay,— perfectly helpless both as to the means of defence and means of escape,—in the midst of plenty, yet suffering the terrible gnawings of hunger,—in the midst of houses, yet having no home,—among fellow-men, yet feeling as if in the midst of wild beasts, whose greediness to swallow up the trembling and half-famished fugitive is only equalled by that with which the monsters of the deep swallow up the helpless fish upon which they subsist,—I say, let him be placed in this most trying situation,—the situation in which I was placed,—then, and not till then, will he fully appreciate the hardships of, and know how to sympathize with, the toil-worn and whip-scarred fugitive slave.*

*Douglass's emotional re-creation of fear, need, and hunger is the focus of his short autobiography, which set a model for other former slaves to copy in describing their flights to freedom.)*

2. What people does Douglass identify in his family?

*(Douglass's description of relationships with kin is tenuous and brief. He knows his mother, Harriet Bailey, with whom he sleeps in childhood during her few hours of rest between days as a field laborer. He spends his childhood in the care of Isaac and Betsey Bailey, his grandparents. Betsey Bailey keeps the children of younger women in her cabin in the woods. He mentions a brother and two sisters. One sister, Eliza, he works with in the plantation kitchen. His brother he describes being trampled on the head by a vicious owner. During Douglass's planned flight by canoe, he conspires with Henry Bailey and Charles Roberts, both his uncles. He recalls how Mr. Plummer ties and whips his Aunt Hester, who disobeys orders about keeping company with Ned Roberts.*

*The most heinous family memories are the death of Harriet Bailey from overwork in the fields and the abandonment of Betsey Bailey, who grows too old to be useful and is left to die in the woods. In a lengthy comment on ingratitude, he remarks, "She had been the source of all his wealth; she had peopled his plantation with slaves; she had become a great grandmother in his service. She had rocked him in infancy, attended him in childhood, served him through life, and at his death wiped from his icy brow the cold death-sweat, and closed his eyes forever. She was nevertheless left a slave." Envisioning her death, he says, "She stands—she sits—she staggers—she falls—she groans—she dies—and there are none of her children or grandchildren present, to wipe from her wrinkled brow the cold*

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sweat of death, or to place beneath the sod her fallen remains.”)

3. What jobs does Douglass perform for masters?  
(Douglass is an untrained laborer in his youth and is set to work at whatever jobs his owner needs done. In Chapter 5, he describes Colonel Lloyd’s plantation, where he drives cows at evening, keeps fowls from the garden, cleans the front yard, and runs errands for Lucretia Auld. During leisure time, he helps Daniel Lloyd find birds that he has shot. Later, he works in the kitchen and is trained as a houseboy. At age seven or eight, he is sent to Baltimore, where he tends little Thomas Auld, who calls him Freddy. In Douglass’s early teens, he goes to St. Michael’s and is sent to fetch the master’s horse whenever it escapes. Under the cruel hand of Mr. Covey, he drives oxen, fetches wood, hoes, plows, binds sheaves, and fans wheat.)

4. What plan does Douglass enact with four conspirators?  
(Along with Henry Harris, John Harris, Henry Bailey, and Charles Roberts, Douglass plans to pose as a fisherman and to paddle Mr. Hamilton’s large canoe to Chesapeake Bay the Saturday before Easter, 1835. Against watchmen, sentinels, and patrols, they intend to cover seventy or eighty miles and drift north by the north star beyond Maryland. To ease the way, Douglass writes several passes saying:

*This is to certify that I, the undersigned, have given the bearer, my servant, full liberty to go to Baltimore, and spend the Easter holidays. Written with mine own hand, &c., 1835. William Hamilton, Near St. Michael’s, in Talbot county, Maryland.*

*The plan fails that morning when four white men and two colored men appear at breakfast. Douglass manages to toss his pass in the fire before constables tie the conspirators and take them to the Easton jail. The men affirm their intent to confess nothing.)*

5. Why does the sight of ships in the bay sadden Douglass?  
(Douglass is unaccustomed to move about at will. Having sailed from Tuckahoe to Baltimore, he knows the feeling of freedom on board a ship. Standing along the wharf during his tenure under Mr. Covey, he calls plaintively to the ships:

*O that I were free! O, that I were on one of your gallant decks, and under your protecting wing! Alas! betwixt me and you, the turbid waters roll. Go on, go on. O that I could also go! Could I but swim! If I could fly. O, why was I born a man, of whom to make a brute!*

*The more he sees of freedom and the greater flexibility he has in his work, the more he longs for complete emancipation.)*

### Questions 6-8 Interpretive Level

6. Why does Douglass doubt the effectiveness of religious conversion?  
(Douglass cites Captain Thomas Auld as an example of a poor slave master. Because he is inconsistent and despised by slaves, “he found himself incapable of managing his slaves either by force, fear, or fraud. We seldom called him ‘master.’ We generally called him ‘Captain Auld,’ and were hardly disposed to title him at all.” After Auld attends a Methodist camp meeting in August 1832, he claims that he is converted. The reli-

gious experience does not lead to emancipation for his slaves or even to kinder treatment. Rather, “he found religious sanction and support for his slaveholding cruelty.”

Auld is a hypocrite who becomes a community prayer leader and pretends to be pious, but cruelly mistreats Henny, a disabled slave who was seriously burned when she fell into a fire. Douglass notes, “Here was a recently converted man, holding on upon the mother, and at the same time turning out her helpless child, to starve and die! Master Thomas was one of the many pious slaveholders who hold slaves for the very charitable purpose of taking care of them.” Douglass enlarges on his dismay with Christianity in the appendix, in which he parodies the so-called conversion to religion by denouncing un-Christlike cruelty to slaves.)

7. How does Douglass’s outlook change in New Bedford?  
(After leaving David Ruggles’s care in New York City, Douglass and his wife Anna travel on a steamboat to Newport and by stage to New Bedford, where kind men allow them to travel without fare. The Douglasses locate the home of their contacts, Mr. and Mrs. Nathan Johnson. With a new identity in a less fearful atmosphere, he turns to the docks for work. On the third day, he loads a sloop with oil. Although he is denied work as a caulker, he locates heavy labor for three years.

In his fourth month, Douglass begins to read the “Liberator.” He comments, “I read it from week to week with such feelings as it would be quite idle for me to attempt to describe. The paper became my meat and my drink. My soul was set all on fire.” He admires its sympathy for slaves and its denunciation of slaveholders. Inspired by William Lloyd Garrison’s editorials, he attends an anti-slavery convention at Nantucket August 11, 1841, and, at the urging of William C. Coffin, begins speaking about his own experiences as a slave.)

8. How did Douglass use his gift for oratory?  
(In his long career as speaker, editor, and consultant to five presidents, Douglass distinguished himself for his unshakeable faith in right and equality. In the maiden issue of his own newspaper, the North Star, he chose for his motto: “Right is of no Sex—Truth is of no Color—God is the Father of us all, and we are all Brethren.” In the opening editorial, he dedicated the paper to “the cause of our long oppressed and plundered fellow countrymen. May God bless the offering to your good!” He promises that the paper “shall fearlessly assert your rights, faithfully proclaim your wrongs, and earnestly demand for you instant and even-handed justice. Giving no quarter to slavery at the South, it will hold no truce with oppressors at the North.”)

### Questions 9 and 10 - Critical Level

9. How do the experiences of childhood influence Douglass as a grown man?  
(Douglass remained dedicated to equality for all people—slaves, workers, voters, and women. He was not lulled into complacency after the Civil War. Even though Lincoln’s Emancipation Proclamation ended slavery, Douglass knew that black people needed help in establishing themselves fully as citizens. In a memorable speech, “What the Black Man Wants,” delivered in

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Boston to the annual meeting of the Massachusetts Anti-Slavery Society, he stated his fight for full citizenship:

*Slavery is not abolished until the black man has the ballot. While the Legislatures of the South retain the right to pass laws making any discrimination between black and white, slavery still lives there. . . . While a black man can be turned out of a car in Massachusetts, Massachusetts is a slave state. While a slave can be taken from old Massachusetts, Massachusetts is a slave state.)*

10. How did William Lloyd Garrison influence Douglass?

*(Long an admirer of Garrison's writing, Douglass met him at an abolition rally. They became close friends for many years until they disagreed about the nature of the revolt against slaveholders. Douglass, who was a long-time pacifist, changed his opinion about armed aggression and promoted the military, even recruiting soldiers for the Union army.*

*In the preface to Douglass's autobiography, Garrison lauded Douglass's personal history and flight to freedom. He wrote of Douglass's sufferings: "how deplorable was his situation! what terrible chastisements were inflicted upon his person! what still more shocking outrages were perpetrated upon his mind! with all his noble powers and sublime aspirations, how like a brute was he treated, even by those professing to have the same mind in them that was in Christ Jesus!"*

*Of the autobiography, Garrison compares Douglass's memoir to an "Alexandrian library of thought, feeling, and sentiment" and anticipates that the stirring details of Douglass's personal experience will enlighten the ignorant about "cruel scourgings, of mutilations and brandings, of scenes of pollution and blood, of the banishment of all light and knowledge." Garrison supported Douglass's complaints about the "imposture" of Christianity, which allows "felons" and "man-stealers" to continue in their flesh trade.)*

### Questions 11 and 12-Creative Level

11. Contrast Douglass with other rebels from young adult literature. Use as examples Mark Mathabane's *Kaffir Boy*, Louisa May Alcott's *Little Women*, Esther Forbes's *Johnny Tremain*, Conrad Richter's *The Light in the Forest*, Barbara Kingsolver's *The Bean Trees*, Avi's *The True Confessions of Charlotte Doyle*, Marjorie Kinnan Rawlings's *The Yearling*, Mark Twain's *The Adventures of Huckleberry Finn*, Hal Borland's *When the Legends Die*, and Irene Hunt's *No Promises in the Wind*.
12. Role-play a meeting between Frederick Douglass and Abraham Lincoln. List subjects they might discuss, such as the use of violence to end slavery, the need for black regiments to fight for the Union army, the difference between city and plantation slaves, brutal overseers, mistreatment of elderly and sick slaves, and the types of punishment that overseers use to manage slaves.

### LITERARY TERMS AND APPLICATIONS

For a better understanding of Frederick Douglass's style, present the following terms and applications to her novel:

**apostrophe** an emotion-charged statement addressed directly to an abstract quality or hypothetical or absent person. In Chapter 11 of Frederick Douglass's autobiography, he asks the reader to imagine the plight of "a fugi-

tive slave in a strange land" by reliving a treacherous situation requiring shelter, food, money, and directions to safety. He concludes, "I say, let him be placed in this most trying situation,—the situation in which I was placed,—then, and not till then, will he fully appreciate the hardships of, and know how to sympathize with, the toil-worn and whip-scarred fugitive slave." The oral quality of his apostrophe indicates Douglass's affinity for oratory and his ease with lengthy parallel phrasing.

**autobiography** an extended narrative or personal history written about the narrator's life and accomplishments. Frederick Douglass's choice of autobiography as a tool of expression allows him to reflect on personal reactions to fear and deprivation and to expand from a first-person point of view the dangers of slavery, rebellion, and flight. The honest tone of *Narrative of the Life of Frederick Douglass* caused doubters to believe that Douglass had lived the horrors of slavery in Maryland and that his fight for emancipation was grounded in fact.

**tone** the author's attitude toward the subject and audience. Frederick Douglass seems forthright in revealing to the audience a sincere attempt to cope with a vicious overseer and to save himself from imminent death. His use of aphorism, parallel structure, and apostrophe authenticate the personal involvement with slavery that goads him to continue working for human equality.

### ACROSS THE CURRICULUM

#### Art

1. Design a wrap-around book cover that features the stages of Douglass's life, from field laborer to fugitive slave, dock worker, caulker, orator, editor, consultant, U. S. marshal, minister to Haiti, and world spokesman for human freedom and equality.
2. Collect drawings to illustrate a children's biography or encyclopedia entry on Frederick Douglass. Include a man-of-war, caulking tools, copybook, canoe, cowhide whip, railroad tickets, sailor's jumper, Union army uniform, and seaman's pass.

#### Geography

1. Draw a map that details Douglass's travels. Begin with his early years in Tuckahoe and Baltimore. Include his journey to Annapolis, the intended escape route across the Chesapeake Bay to Philadelphia, and his actual flight to New York. Add later journeys to England, Scotland, Canada, and Haiti and the location of Cedar Hill in the Anacostia section of Washington, D. C.
2. Create a website on tourist attractions in the South that exhibit the history of slavery. Include Drayton Hall Plantation and the slave market in Charleston, South Carolina, and the site of the Nat Turner uprising in Virginia. Highlight locations of the failed Harper's Ferry raid, the mustering of the first black regiments of the Union army, Lincoln's assassination, General Sherman's march to the sea, and the fall of the confederate capital in Richmond, Virginia. Compose commentary and direct citations for each memorable event, for example, the wording of the Emancipation Proclamation and Lincoln's Second Inaugural Address.

#### Social Studies and Law

1. Make a chalkboard time line of the advances of black

## NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS

people since the beginning of slavery in North America. Include the accomplishments of Frederick Douglass, Harriet Tubman, Nat Turner, Toussaint L'Ouverture, Jean du Sable, York, Sojourner Truth, the Buffalo Soldiers, Carol Moseley-Braun, Derek Walcott, Toni Morrison, Muhammad Ali, Maya Angelou, Martin Luther King, Johnnetta Cole, Ralph Bunche, Shirley Chisholm, Colin Powell, Barbara Jordan, Harry Belafonte, Zora Neale Hurston, Langston Hughes, Arthur Ashe, Jackie Joyner-Kersey, Jamaica Kincaid, Bill Cosby, Coretta Scott King, and Whoopi Goldberg.

2. Make a chalkboard glossary of historic, slang, literary, legal, and governmental terms that derive from slavery: Slave Triangle, barracoon, *Clothilde*, overseer, states' rights, Missouri Compromise, manumission, Paterollers, abolition, emancipation, "follow the Drinking Gourd," Fugitive Slave Law, Jim Crow laws, Uncle Tom, Underground Railroad, conductor, Fourteenth Amendment, mulatto, octoroon, high yellow, Rosewood, and pass.

### Mathematics and Computers

1. Using desktop publishing, compose a chart detailing the ownership and sale of slaves. Give number of slave ships, populations of slaves in each state, numbers of fugitives fleeing north, children born into slavery, black soldiers serving in the Union army, blacks killed during the Civil War, and former slaves fleeing to the West.
2. Compute the value of Frederick Douglass at the time of manumission according to average pay for a day laborer. Compare his wages of nine dollars per week to those of other dock and shipyard workers. Determine the value of these figures in current market pricing.

### Science and Health

1. Explain how fistfights endanger the eyes. Explain why Frederick Douglass experienced a sense of pressure as though his eye were about to explode. Name complications that could arise from the beating, for instance, detached retina, migraine headaches, or double vision.
2. Lead a debate concerning the strain of fear, violence, hunger, disease, unsanitary conditions, overwork, cold, unsafe working conditions, and family disintegration on the mental health of slaves. Conclude the best way for former slaves to recover. Express the value of writing slave narratives as a means of exorcising the pain of bondage.

### Language and Literature

1. Compose an extended definition of role model. Apply the definition to examples from the book, particularly Elizabeth Cady Stanton, William C. Coffin, Mr. and Mrs. Nathan Johnson, Wendell Phillips, Sandy, William Lloyd Garrison, Sophie Auld, Lucretia Auld, Hugh Auld, Isaac Bailey, Betsey Bailey, Harriet Bailey, and Abraham Lincoln.
2. Summarize entries or chapters in reference books that clarify these concepts: slave narratives, oratory, anti-slavery society, field hand, overseer, runaway slave, and emancipator.
3. Determine why Douglass replaces Bailey and Johnson with a new last name. Explain why a character described by Sir Walter Scott is a worthy choice.

### Economics and Current Events

1. Lead a discussion of the collapse of slavery worldwide.

Explain why nineteenth-century cotton, indigo, rice, and sugar markets depended on slavery. Determine why Caribbean slaves were freed before United States slaves.

2. Explain why Frederick Douglass became a symbol of hope to black Americans both before and after emancipation. Discuss his value to pacifists, suffragists, and women's rights leaders.

### Education

1. Make a list of lessons that a young slave might find useful. Consider names for currency, weights and measures, divisions of time and distance, and geographical locations as well as grammar, writing, and speaking. Deliver a language lesson for slaves at the chalkboard.
2. Compose a list of teaching strategies to continue education for former slaves. Include one-on-one instruction, group projects, computational skills, and peer tutoring. Name materials and equipment that would introduce students to nineteenth-century self-learning techniques, for instance, a newspaper, abacus, sextant, calendar, maps, atlas, graduated reader or speller, and Bible.

### STUDENT INVOLVEMENT ACTIVITIES

1. Explain in a paragraph how you would assist Frederick Douglass and other runaway slaves to educate themselves, improve health and hygiene, and find decent housing and jobs to elevate them to full citizenship. Discuss how you would justify your actions to abolitionists, pro-slavery factions, William Lloyd Garrison, Abraham Lincoln, Hugh Auld, religious leaders, U. S. marshals, and the media.
2. Join a discussion group to determine how history reflects on eras of injustice and killing, such as Idi Amin's savagery in Africa, Fidel Castro's tyranny over Cuba, Tianenmen Square massacre, killings along the Berlin Wall, Apartheid in South Africa, Cortez's atrocities against Montezuma, Holocaust of World War II, My Lai massacres, ambush at Wounded Knee, Trail of Tears, and bombing of Hiroshima and Nagasaki.
3. Draw stage settings for a dramatization of a crucial scene, such as the fight between Douglass and Covey, Betsey Bailey's abandonment in the woods, Douglass's arrival in New York City, the marriage of Frederick and Anna Douglass, fight with dock apprentices, and Douglass's first speech to abolitionists.
4. Work with a group to compose a scene for television news, for example, an interview with a slave dealer or overseer, investigation of whippings and murders of slaves, news of slave uprisings, a feature on slave breeding, and coverage of the raid on Harper's Ferry and the hanging of John Brown and his collaborators.
5. Write a letter from Frederick Douglass to his American readers describing the liberal climate in Great Britain. Discuss the legacy of William Wilberforce, England's leader of the emancipation movement, and of Toussaint L'Ouverture, emancipator in the West Indies.
6. Dramatize in a short skit an extended conversation: Hugh Auld's instructions to Douglass concerning his weekly salary as a caulker, Sophia Auld's interest in Douglass's welfare, Covey's explanation of the fight with Douglass, Anna's decision to marry Douglass, Isaac and

## NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS

Betsey Bailey's explanation of Harriet Bailey's death, Ruggles's instructions to Douglass on travel to New Bedford, and the Nathan Johnsons' welcome to Douglass and his wife.

7. Explain in a theme the significance of one of these quotations: "But I remained firm, and, according to my resolution, on the third day of September, 1838, I left my chains, and succeeded in reaching New York without the slightest interruption of any kind," "The heart of my once overkind mistress was again melted into pity," "I was all alone, and within the walls of a stone prison," "I won't be tied!," "I began to want to live upon free land," and "This battle with Mr. Covey was the turning-point in my career as a slave. It rekindled the few expiring embers of freedom, and revived within me a sense of my own manhood."
8. Make a list of questions for an interview with Frederick Douglass. Ask if he preferred his work as editor, orator, freedom fighter, or consultant to five presidents. Learn more about his travels in Great Britain and Canada. Determine why he gave up his post as minister to Haiti. Ask him to elaborate on his role in forming the first black regiments of the Union army. Discuss with him the humanity of William Lloyd Garrison, Elizabeth Cady Stanton, and Abraham Lincoln.
9. Make a website that exposes American students to famous American abolitionists. Post the most famous speeches of Frederick Douglass and Abraham Lincoln, editorials by William Lloyd Garrison, writings of Harriet Beecher Stowe, letters of noted Quakers and Mennonites, and the anti-slavery philosophy of Bronson Alcott, Henry David Thoreau, Sarah Grimke, and Ralph Waldo Emerson.
10. Draw a cause-and-effect diagram illustrating tensions and power struggles between pro- and anti-slave forces in the mid-nineteenth century. Determine when and why pro-slave factions established a splinter confederacy. Express the opinions of Robert E. Lee and Jefferson Davis on the sovereignty of the Southern states and on their right to secede from the Union.

### ALTERNATE ASSESSMENT

1. Compose an annotated genealogy of the Bailey, Anthony, and Auld families mentioned in the autobiography. Note the implied link between Harriet Bailey's family tree and that of her master, who may have sired Frederick Douglass.
2. Compile a list of deeds that reflect the kindness of some white people to Douglass and other blacks. Mention the good works of Sophia Auld, Hugh Auld, Mr. and Mrs. Nathan Johnson, David Ruggles, and others.
3. Compose a scene in which Anna and Frederick Douglass meet their neighbors in New Bedford, Massachusetts, and learn the best places to look for jobs and to work for the abolition of slavery.
4. Collect lines that demonstrate the importance of these themes to Douglass: courage, self-preservation, family, perseverance, pride, learning, self-improvement, intellectual curiosity, knowledge of current events, hope, and freedom.

## DOUGLASS'S PUBLISHED WORKS

- Narrative of the Life of Frederick Douglass, an American Slave* (1845)  
*My Bondage and My Freedom* (1855)  
*Men of Color to Arms!: A Call by Frederick Douglass* (1863)  
*The Life and Times of Frederick Douglass, Written by Himself: His Early Life as a Slave, His Escape from Bondage, and His Complete History to the Present Time* (1881)  
*John Brown: An Address by Frederick Douglass at the Fourteenth Anniversary of Storer College* (1881)  
*From Slave to Statesman: The Life and Times of Frederick Douglass, Written by Himself* (1881)  
*The Life and Times of Frederick Douglass, Written by Himself* (1892)  
*The Lesson of the Hour: Why Is the Negro Lynched* (1894)  
*Frederick Douglass: Selections from His Writings* (1945)  
*The Life and Writings of Frederick Douglass* (1955)  
*The Mind and Heart of Frederick Douglass: Excerpts from Speeches of the Great Negro Orator* (1968)  
*Frederick Douglass on Women's Rights* (1976)  
*A Black Diplomat in Haiti: The Diplomatic Correspondence of U. S. Minister Frederick Douglass from Haiti, 1889-1891* (1977)  
*Frederick Douglass: A Lecture on Our National Capital* (1978)  
*The Frederick Douglass Papers* (1979)

### RELATED READING

- William Armstrong's *Sounder*  
James Clavell's *Tai-Pan*  
Paula Fox's *Slave Dancer*  
Ernest Gaines's *The Autobiography of Miss Jane Pittman*  
Alex Haley's *Roots and Queen*  
Mark Mathebane's *Kaffir Boy*  
Ruthanne Lum McCunn's *Thousand Pieces of Gold*  
Margaret Mitchell's *Gone with the Wind*  
Toni Morrison's *Beloved*  
Scott O'Dell's *Sing Down the Moon*  
Alan Paton's *Cry, the Beloved Country*  
Gary Paulsen's *Nightjohn*  
Conrad Richter's *The Light in the Forest*  
Richard Rodgers and Oscar Hammerstein's *The King and I*  
Mark Twain's *The Adventures of Huckleberry Finn* and *Pudd'nhead Wilson*  
Margaret Walker's *Jubilee*  
Richard Wright's "Between the World and Me" and "Almos' a Man"

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**NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS**

**VOCABULARY TEST**

Using the terms in each line, compose a sentence about the following subjects from the autobiography:

1. (curry) Douglass returned to the horses

\_\_\_\_\_

2. (man-of-war) The carpenter had to hurry

\_\_\_\_\_

3. (embers) Deep in his emotions burned

\_\_\_\_\_

4. (whipping-post) Douglass expected

\_\_\_\_\_

5. (mode) Feeding a slave on molasses

\_\_\_\_\_

6. (love-feast) Converting to Methodism

\_\_\_\_\_

7. (sentinel) Terrified that their canoe

\_\_\_\_\_

8. (cant) Voices called, "Fred, help

\_\_\_\_\_

9. (hectoring) The other apprentices

\_\_\_\_\_

10. (handspike) Armed and angry, they

\_\_\_\_\_

11. (calking) The professions offered no jobs

\_\_\_\_\_

12. (commensurate) The flight required courage

\_\_\_\_\_

13. (succor) No fellow traveler

\_\_\_\_\_

14. (prey) Slave traders and dealers

\_\_\_\_\_

15. (sloop) The job of loading

\_\_\_\_\_



**NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS**

**Part III: Cause and Effect (30 points)**

Finish each of these statements.

1. David Ruggles encourages Douglass because

\_\_\_\_\_

2. Douglass changes his name twice because

\_\_\_\_\_

3. Douglass determines to fight Covey because

\_\_\_\_\_

4. Mulatto children suffer because

\_\_\_\_\_

5. The whipping-post is a common punishment because

\_\_\_\_\_

6. Slave traders come to the jail because

\_\_\_\_\_

7. Learning to read is illegal for slaves because

\_\_\_\_\_

8. Caulking ships is a useful trade because

\_\_\_\_\_

9. Traveling under false papers is necessary because

\_\_\_\_\_

10. Douglass prefers Baltimore to the plantation because

\_\_\_\_\_

**Part IV: Essay (30 points)**

Choose two and answer in complete sentences.

1. Account for the number of times that Frederick Douglass changes hands before his flight from slavery.
2. Discuss the meaning of Christmas to slaves.
3. Describe the incidents that lead to Douglass's attempts to run away.
4. Summarize significant scenes in the shipyard.
5. Explain why living in Baltimore feels almost like freedom to Douglass.

## NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS

### COMPREHENSION TEST B

#### Part I: Multiple Choice (20 points)

Select the settings that fit the following descriptions from the list below.

Alabama	Chesapeake Bay	Great House Farm	St. Michael's
Annapolis	creek	jail	Tuckahoe, Md.
Auld home in Baltimore	Durgin & Bailey's shipyard	New York City	wooden trough

- \_\_\_\_\_ 1. Demby is shot in the head for disobedience.
- \_\_\_\_\_ 2. Frederick Douglass takes care of young Thomas.
- \_\_\_\_\_ 3. Douglass learns abbreviations for port and larboard.
- \_\_\_\_\_ 4. Douglass works in the kitchen.
- \_\_\_\_\_ 5. Slave dealers examine the conspirators.
- \_\_\_\_\_ 6. David Ruggles helps Douglass reunite with Anna Murray.
- \_\_\_\_\_ 7. Douglass plans to paddle a canoe to freedom.
- \_\_\_\_\_ 8. Frederick Bailey is sired by an unidentified white father.
- \_\_\_\_\_ 9. Children use oyster-shells and shingles as scoops.
- \_\_\_\_\_ 10. Frederick Douglass sees his first big town.

#### Part II: Identification (20 points)

Place an X by statements that refer to Frederick Douglass.

- \_\_\_\_\_ 1. tricks boys to write words for him.
- \_\_\_\_\_ 2. fights Mr. Covey for two hours.
- \_\_\_\_\_ 3. thanks Lucretia Auld for teaching him his letters and words.
- \_\_\_\_\_ 4. is sold after Mr. Anthony's death.
- \_\_\_\_\_ 5. plans to paddle a canoe across the Chesapeake Bay to Baltimore.
- \_\_\_\_\_ 6. travels by ship to Annapolis.
- \_\_\_\_\_ 7. knows that Caroline's twins were sired by William Gardner.
- \_\_\_\_\_ 8. hates leaving the city to return to plantation work.
- \_\_\_\_\_ 9. travels on the forged papers of a free seaman.
- \_\_\_\_\_ 10. promises Sandy Jenkins that they will not be separated in New York City.
- \_\_\_\_\_ 11. marries Anna Murray and settles in New Bedford.
- \_\_\_\_\_ 12. keeps a Sabbath School to teach children about the Underground Railroad.
- \_\_\_\_\_ 13. doesn't miss his brother and sisters because they aren't a close family.
- \_\_\_\_\_ 14. refuses to take Nathan Johnson's name.
- \_\_\_\_\_ 15. considers Mrs. Giles Hicks a murderer.

## NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS

### Part III: Fill-in (20 points)

Fill in the paired blanks with answers that complete each statement.

1. Jealous workers in the \_\_\_\_\_ attack Douglass and endanger his \_\_\_\_\_, which Sophia Auld treats.
2. By writing words in Thomas's \_\_\_\_\_ and studying a copy of \_\_\_\_\_, Douglass teaches himself to read and write.
3. After Douglass registers a complaint, \_\_\_\_\_ doses him with salts and sends him back to work for \_\_\_\_\_.
4. Douglass's mother, \_\_\_\_\_, died while working in the fields; his grandmother, \_\_\_\_\_, was left to die in the woods.
5. After the conspirators are jailed and \_\_\_\_\_ examine them, Douglass fears he will be sent to \_\_\_\_\_.

### Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Contrast Douglass before and after he learns to read and write.
2. Describe the slaves' need for food, clothing, bedding, and medical care.
3. Account for Douglass's easy passage from Maryland to Massachusetts.
4. Summarize the kinds of jobs that Douglass performs during his enslavement.
5. Explain why city slave owners are kinder to slaves than plantation masters.

**NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS**

**ANSWER KEY**

**VOCABULARY TEST**

Answers will vary.

**COMPREHENSION TEST A:**

**Part I: Matching (30 points)**

- |      |       |       |
|------|-------|-------|
| 1. N | 6. M  | 11. S |
| 2. C | 7. D  | 12. U |
| 3. Q | 8. O  | 13. X |
| 4. J | 9. P  | 14. A |
| 5. K | 10. I | 15. J |

**Part II: Identification (20 points)**

Answers will vary.

**Part III: Cause and Effect (20 points)**

Answers will vary.

**Part IV: Essay (30 points)**

Answers will vary.

**COMPREHENSION TEST B**

**Part I: Multiple Choice (20 points)**

1. creek
2. Auld home in Baltimore
3. Durgin and Bailey's shipyard
4. St. Michael's
5. jail
6. New York City
7. Chesapeake Bay
8. Tuckahoe, Maryland
9. wooden trough
10. Annapolis

**Part II: Identification (30 points)**

- |      |      |       |
|------|------|-------|
| 1. X | 6. X | 11. X |
| 2. X | 7.   | 12.   |
| 3.   | 8. X | 13. X |
| 4.   | 9. X | 14.   |
| 5. X | 10.  | 15.   |

**Part III: Fill-in (20 points)**

1. shipyard, eye
2. copybook, The Columbian Orator
3. Thomas Auld, Covey
4. Harriet Bailey, Betsey Bailey
5. slave dealers, Alabama

**Part IV: Essay (30 points)**

Answers will vary.



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