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Reflections:

A Student Response Journal for...

*Narrative of the Life of
Frederick Douglass*

by Frederick Douglass

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Narrative of the Life of Frederick Douglass

To The Teacher

In order to allow the teacher maximum flexibility in his or her approach, we have grouped the prompts by sections. The teacher may, therefore, assign specific prompts or allow the students to select one or more prompts from each section

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Response Journal

To The Student

Although we may read a novel, play, or work of non-fiction for enjoyment, each time we read one, we are building and practicing important basic reading skills. In our ever-more complex society, in which reading has become more and more crucial for success, this, in itself, is an important reason to spend time reading for enjoyment.

Some readers, however, are able to go beyond basic reading techniques and are able to practice higher thinking skills by reflecting on what they have read and how what they read affects them. It is this act of reflection—that is, stopping to think about what you are reading—that this journal is attempting to encourage.

To aid you, we have included writing prompts for each section; however, if you find something that you wish to respond to in the book more compelling than our prompts, you should write about that. We hope you enjoy reading this book and that the act of responding to what you have read increases this enjoyment.

After you read the indicated sections, choose the questions to which you will respond. Keep in mind that there are no right or wrong answers to these prompts, and there is no one direction in which you must go.

Class Record Sheet

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Response Sheet

Name_____ Section_____ Date_____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Narrative of the Life of Frederick Douglass

Preface

1. The *Preface* is written by William Lloyd Garrison, who founded the American Anti-Slavery Society. Garrison writes that he was greatly impressed with Frederick Douglass when he first heard him speak at an anti-slavery convention in 1841.

As Garrison, write a letter to Douglass asking him to join the American Anti-Slavery Society. Imagine that you are writing just after having heard him speak. In the letter, give Douglass your opinion of his speech to the convention, and outline the reasons why you think he would be an asset to the society.

The letter might begin as follows:

Dear Douglass,

I was greatly moved by your speech, both by the content of your speech, and by your obviously high intelligence and moral character. One of the obstacles to abolishing slavery is the unreasonable believe that members of your race ...

2. As Douglass, write a letter to your wife telling her about the dangers you face by agreeing to speak at the anti-slavery convention and why you are willing to take the risk. Note that Douglass married Anna Murray in 1838.

Response Journal

3. The *Preface* also attempts to convince readers that the incidents Douglass relates are accurate and truthful. For example, Garrison writes:

DOUGLASS has frankly disclosed the place of his birth, the names of those who claimed ownership in his body and soul, and the names also of those who committed the crimes which he has alleged against them. His statements, therefore, may easily be disproved, if they are untrue.

Consider the reasons Garrison believed he must make this type of argument in the introduction. Also consider how Douglass might have felt about these kinds of statements. Then, as Douglass, write a letter to Garrison thanking him for writing the introduction. In the letter, tactfully relate to him your feelings about these kinds of comments.

Letter from Wendell Phillips, Esq.

4. The back cover of most modern books has a brief summary of the book. This summary is intended to peak the interest of the reader and to persuade the reader to purchase the book. Assume that you are a publisher in 1841. Based on the information contained in the *Preface* and the **Letter from Wendell Phillips, Esq.**, write a one- or two-paragraph summary designed to help promote the book.

The summary might begin as follows:

At the risk of his own freedom, Frederick Douglass tells the story...

Narrative of the Life of Frederick Douglass

Chapter I.

5. In the following excerpt, Douglass writes about his mother's death. Because of slavery, she had little impact on his life.

Very little communication ever took place between us. Death soon ended what little we could have while she lived and with it her hardships and suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long before I knew any thing about it. 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

Write a letter to Douglass detailing the ways your parent or guardian influences your life.

6. At the end of this chapter, Douglass relates his first exposure to the physical brutality of slavery. He hides in a closet as his Aunt Hester was mercilessly whipped. Before this, he had been protected from this aspect of slavery because he had lived with his grandmother on the edge of the plantation.

In one or two paragraphs discuss an example of injustice or cruelty that has made an impression on you. Describe the injustice and your feelings about it.

Response Journal

Chapter II.

7. In this chapter, Douglass lists the yearly clothing allowance given to the adult slaves and the monthly food allowance. Imagine you are a young, adult slave who has recently escaped to the North. Write a letter to your former master berating him for failing to provide adequate food and clothing for his helpless slaves.
8. In this chapter, Douglass writes about the sadness he feels when he hears slaves singing:

I have often been utterly astonished, since I came to the north, to find persons who could speak of the singing, among slaves, as evidence of their contentment and happiness. It is impossible to conceive of a greater mistake. Slaves sing most when they are most unhappy. The songs of the slave represent the sorrows of his heart; and he is relieved by them, only as an aching heart is relieved by its tears.

Slave songs reflect the misery of the slaves and their hope of finding happiness in heaven. However, slave songs were also a creative way for slaves to communicate with each other. Slaves could not directly speak about escaping to freedom, or about their harsh masters, without fear of punishment. Scholars believe that a slave song about traveling to the “big gourd” is really a song about following the constellation, the big dipper, to the North and freedom.

The following is an example of a slave song. Using it as a guide, add new lyrics describing how the slaves feel working for Mr. Severe.

We raise de wheat, Dey giv us de corn.
We bake de bread, Dey giv us de crust.
We sif de meal, Dey gib us de huss.
We peel de meat, Dey giv us de skin.
And dat's de way Dey take us in, , , ,

(The excerpt is taken from *My Bondage and My Freedom*, written by Frederick Douglass in 1853.)

Chapter III.

9. In this chapter, Douglass writes of the difficulties his master has in keeping the slaves out of his garden and away from the fruit. Assume you are a newspaper reporter of the era. Based on the information Douglass provides in this chapter, write a news article about one of Col. Lloyd's slaves who is caught with a rare southern orange. Give your article an appropriate headline.
10. Old Barney and young Barney are slaves whose only job is to care for Col. Lloyd's horses. Should a horse be too slow, or misbehave in any way, Lloyd punishes old and young Barney for not taking proper care of the animals.

Assume you are old Barney. You are preparing one of the colonel's horses, but the horse is misbehaving. You are alone in the barn with the animal. What do you think you might say to the animal? Write the speech old Barney might make to the horse.

The speech might begin as follows:

Come on now horse. Behave. You don't want to see old Barney ...

Response Journal

11. In this chapter, Douglass explains why a slave, when asked, will say that he has a good master, even if he does not. Based on the information in this chapter, write a conversation between two society ladies discussing slavery. Lady One is from the South. She has always owned slaves and can see nothing wrong with the institution. Lady Two was raised in the North without slaves. She believes slavery corrupts the morals of the slave.

The dialogue might begin as follows:

Lady Two: Surely you can see that slavery is against the laws of God.

Lady One: I certainly cannot! I have had my own slave girl, Cissy, since I was old enough to crawl. She is a good girl and she is happy. Just ask her.

Lady Two: And what would happen to her if she said ...

Chapter IV.

12. Write one or two new stanzas to complete the following poem titled "The Man for Such a Place." In your poem, include the reasons why Col. Lloyd believes Mr. Gore is well qualified to be an overseer at the Great House Farm.

The poem might begin as follows:

The Man for Such a Place

Proud, ambitious, persevering
Artful, cruel, obdurate
Mr. Gore was just the man
The man for such a place.

Narrative of the Life of Frederick Douglass

13. In this chapter, Douglass describes the death of the slave Demby at the hands of Gore. Even though Gore murders Demby in front of many slave witnesses, Gore is not prosecuted in any way for the crime. Slaves are not permitted to testify against a white man.

Write a letter to Frederick Douglass discussing the extent to which an African American, or other minority, receives fair treatment in our justice system today. Cite specific examples from the news, or from your own knowledge, to illustrate your points.

14. Mr. Bondly kills one of Col. Lloyd's slaves because the slave inadvertently trespasses on Mr. Bondly's property. The next day, Bondly has a conversation with Lloyd about the killing. After the conversation, nothing more is ever said or done about the murder.

The conversation between Mr. Bondly and Col. Lloyd is held in private, so Douglass cannot relate the details.

Try to imagine how Bondly justifies his actions and how Lloyd responds to his explanation. Write a dialogue between the two men discussing the murder.

The dialogue might begin as follows:

Colonel Lloyd: I understand I have one less slave this morning.
Bondly: Had no choice, Colonel. He was...

Response Journal

Chapter V.

15. Young Frederick Douglass did not regret leaving the plantation. He hoped to find a better life in Baltimore. Douglass writes,

On setting sail, I walked aft, and gave to Colonel Lloyd's plantation what I hoped would be the last look. I then placed myself in the bows of the sloop, and there spent the remainder of the day in looking ahead, interesting myself in what was in the distance rather than in things near by or behind

Can you recall the first time you were away from home for more than a day? Write one or two paragraphs describing the incident and how you felt about the separation from your home.

16. In the following excerpt, Douglass writes about "kind providence," which he believes is responsible for helping him to achieve a free life. He writes,

Going to live at Baltimore laid the foundation, and opened the gateway, to all my subsequent prosperity. I have ever regarded it as the first plain manifestation of that kind providence which has ever since attended me, and marked my life with so many favors

Providence is defined as the care or benevolent guidance of God or nature. In one or two paragraphs discuss the extent to which you believe providence guides or has nothing to do with your life. Provide at least one specific incident to illustrate your points.

Chapter VI.

17. In this chapter, young Frederick tells of a conversation between Mr. Auld and his wife. Auld was admonishing his wife because she had been teaching Frederick to read. Auld told her that it was “unlawful, as well as unsafe, to teach a slave to read.”

As an adult, Douglass looked back on this incident as a turning point in his life. Based on the incident, he came to understand education as his “pathway to freedom.”

As Douglass after he has achieved freedom, write a letter to Auld, thanking him for providing you with the knowledge you needed to escape from slavery. Before you write, think about the tone Douglass might have used in the letter. Would he have been sarcastic, angry, or matter-of-fact?

18. As Mrs. Auld, write a diary entry expressing your feelings about your husband’s insistence that you stop teaching young Frederick to read. Discuss what you have learned about slavery from your husband and from the slaves themselves.
19. As an editor of a southern newspaper that is pro-slavery, write a one- or two-paragraph article describing the life of a slave living in Baltimore. Remember that the description should reflect a pro-slavery bias.
20. As an editor for a northern abolitionist newspaper, write a short article describing the atrocities that are inflicted with impunity on slaves living in the middle of a “civilized” city such as Baltimore.

Chapter VII.

21. In this chapter, Douglass discusses the ways slavery harmed Mrs. Auld. He writes, "Slavery proved as injurious to her as it did to me."

Assume that Mrs. Auld is elderly, sick, and facing death. Write a conversation she might have with her minister discussing the impact of owning slaves on her character and her soul. The dialogue might begin as follows:

Mrs. Auld: When I look back on my life, I realize that I was better off before we had any slaves.
Minister: How can owning slaves be harmful for you?
Mrs. Auld: Oh, the slaves didn't harm me, owning them did. Power like that, total power over another person, ...

22. Young Frederick was determined to get an education to aid him on his route to freedom. Think about the place education has in your life. To what extent do you think you will need a good education?

Write a dialogue between yourself and Douglass discussing your educational opportunities and the extent to which you desire an education.

The dialogue might begin as follows:

Douglass: Your principal gave me a tour of the school this morning. When I was a young boy, I could not even dream of a school as wonderful as this one. Even today, I want to read every book in your library.
You: To me the school is ...

Narrative of the Life of Frederick Douglass

23. When he was twelve years old, Douglass read *The Columbian Orator*. He was particularly fond of a dialogue in the book between a slave and a master. At the conclusion of the dialogue, the slave convinces the master that slavery is wrong.

Complete the following dialogue, between Douglass (as a grown man) and Auld, similar to the one that young Frederick read. Auld's arguments for slavery are provided for you. Write the reply Douglass might make for each argument.

Auld: Slavery is supported by the scriptures. It is the Christian way of life.

Douglass:

Auld: The slaves are happy. They sing all of the time.

Douglass:

Auld: Slaves must not be taught to read or write. It will *spoil* the slave and make the slave "discontented and unhappy."

Douglass:

Auld: Slaves are brutes. They do not have the same feelings about family as we do.

Douglass:

Chapter VIII.

24. A definition poem sometimes starts with an abstract word and then provides specific images to define that word. For example, a definition poem might begin with the words "Happiness is," followed by images of happiness. These images should be specific and detailed. One image might be:

Happiness is the warmth of Saturday sunshine on my face.

In this chapter, Douglass describes the terror the slaves feel when a master dies. Write a definition poem based on this information for one of the following words: anxiety, pain, dread, sorrow, or callousness.

25. In this chapter, Douglass expresses his anger at the way his grandmother was treated after her master died. Douglass describes how she must have felt in two ways. First he includes a poem by John Greenleaf Whittier. Then he writes a passionate paragraph describing her feelings.

Andrew Jackson was President of the United States at the time young Frederick's grandmother was so poorly treated. As young Frederick's grandmother, write a letter to Jackson telling him about the unjust treatment of elderly slaves in the South.

26. As a result of a fight Thomas Auld had with his brother, young Frederick was forced to leave Baltimore in March 1832 to live with Master Thomas at St. Michaels. Douglas writes about his journey on the river from Baltimore to St. Michaels:

I then had to regret that I did not at least make the attempt to carry out my resolution to run away; for the chances of success are tenfold greater from the city than from the country.

Have you ever failed to act and then regretted that decision? Write a letter to a young Frederick Douglass letting him know that you understand how he feels.

Chapter IX.

27. Several times in this chapter, Douglass writes that Thomas Auld did not give his slaves enough food. At the end of the chapter, Douglass says he looked forward to working for a slave breaker, Covey. Even though Covey was reputed to be a cruel man, Douglass knew that he would be given enough to eat at the Covey farm.

For most of us, hunger is a short-lived feeling preceding a meal. Think about the longest time you have gone without eating and how that felt. Then in one or two paragraphs describe the feeling of being hungry.

28. One of the goals of the Anti-slavery Society was to persuade the religious leaders of the country to stop supporting slavery from the pulpit. Write a dialogue between two loyal members of the Anti-slavery Society discussing the ways Douglass helped this goal by describing Master Thomas's religious conversion.

The dialogue might begin as follows:

Member One: I think the readers will be surprised that Thomas Auld remained a cruel master even after he experienced religion.

Member Two: Douglass was bound to ruffle some clerical feathers, though, when he wrote about it. . . .

Chapter X.

29. In this chapter, Douglass describes the ways slavery turned him into a “brute.” The nonstop work and harsh treatment oppressed his desire to read or to better himself.

Oppression is defined as the unjust use of power to practice tyranny over another. To what extent do you believe oppression of minorities, religious or racial, still exists in this country?

Write a one- or two-paragraph essay titled “Oppression in America.” In the essay discuss the existence of oppression in the U.S. To illustrate your points, cite incidents of oppression that you have experienced, read about, or seen on TV or in the movies.

30. Douglass grew up in Baltimore so he was not experienced at doing the work of a field hand. Covey knew this but he still unjustly punished young Frederick for his clumsiness.

As Covey, write a diary entry describing how you feel about your new field hand and his clumsiness.

Narrative of the Life of Frederick Douglass

31. Suppose that Covey thinks he needs help overseeing his slaves. He decides to write a help-wanted advertisement for the local newspaper. First, make a list of the qualities you think Covey might prize in a candidate for the position. Then, as Covey, write a one- or two-paragraph ad listing the qualifications you are looking for.

List of Qualities

1. Hard working man who knows from experience how much work a slave can accomplish in one day.
- 2.
- 3.
- 4.
- 5.
- 6.

Help Wanted

Assistant Overseer for small Maryland farm. The successful candidate must ...

32. A defining moment is an event in one's life that forever changes that life. Douglass describes a defining moment in his life when he went from being a slave to a man. He writes, "You have seen how a man was made a slave; you shall see how a slave was made a man." A defining moment in this narrative is when he fought back instead of accepting Covey's abuse.

A defining moment is not necessarily as dramatic as a fight between a slave and a slaveholder. It can be a move to a new neighborhood that changes your life or the moment you first understood what you might like to do for a living. In one or two paragraphs, write about a defining moment in your life.

Response Journal

33. A superstition is defined as any belief or attitude based on fear or ignorance that is inconsistent with the laws of science. In this chapter, Douglass writes about his friend Sandy giving him a special *root*, which is supposed to have the power to make it impossible for the person wearing the root to be whipped.

As young Frederick, write a letter to Sandy thanking him for the root. In the letter, tell him the extent to which you believe the root helps you avoid beatings.

34. In one or two paragraphs list modern-day superstitions that you have observed. Try to list at least six.
35. As Covey, write a diary entry discussing your reasons for keeping young Frederick's insubordination to yourself rather than reporting it to the constable and having Frederick publicly whipped for striking a white man.
36. The week between Christmas and New Years Day was a holiday for the slaves. Douglass believed that the slaveholders used this holiday to teach the slaves to have a "disgust" for freedom. The slaves were encouraged to drink to excess during this time so that they were as miserable in the free time as they were in slavery. The slaveholders encouraged the drunkenness of the slaves to keep them down.

In the United States, while we no longer have slavery, we do have drugs that enslave the user. Write a short essay comparing a drug dealer to a slaveholder.

37. As Frederick Douglas write a letter to Mr. Freeland telling him why, even though he is a good master, you still yearn for your freedom.

Narrative of the Life of Frederick Douglass

38. In this chapter, Douglass mentions that he and the other slaves had a strong bond of friendship and unity. They vowed to stick together and “*Own nothing*” (admit nothing) when they were arrested for planning to run away.

Consider the strength of your friendships and relationships. To what extent do you think these connections would bear up under the kind of extreme pressure young Frederick and the others experience in this chapter?

In one or two paragraphs describe an incident from your life when one or more of your friends stood by you under difficult circumstances.

39. Write a newspaper article for a Baltimore newspaper reporting the incident at the dock when young Frederick is badly beaten. Give only the facts of the incident: who, what, when, where, why, and how. The headline is: Carpenters Hammer Workers Who Threaten Livelihood
40. As Frederick Douglass, write a letter to Sandy Jenkins, your friend from Freeland’s farm. In the letter describe your life as a calker. Discuss in the letter the reasons for your continuing desire for freedom.

Chapter XI.

41. Before the Civil War, the Underground Railroad helped escaped slaves reach the northern states and Canada. It was called the Underground Railroad because it was secret, and railway terms were used to describe the system. For example, escaping slaves were referred to as freight. From 40,000 to 100,000 slaves were helped by this system. The Underground Railroad was run by northern abolitionists and former slaves such as Harriet Tubman.

As Frederick Douglass, write a letter to Harriet Tubman discussing the reasons you have decided not to reveal the exact details of your escape from slavery. In the letter, also discuss your feelings about northern abolitionists who publicly reveal that they have participated in the Underground Railroad.

42. In this chapter, Douglass tells of asking Master Hugh if he can have the privilege of hiring his time. He relates the details of the agreement he reached with Master Hugh but does not include the details of the dialogue he must have had. Rewrite this portion of the narrative as a conversation between young Frederick and Master Hugh.

The conversation might begin as follows:

Frederick: Master, I know of a way for you to make some easy money.
Master Hugh: You? What could you know about money?
Frederick: I have been earning wages for some time now - bringing you 8 or 9 dollars a week.
Master Hugh: Yes, and costing me nearly as much in room and board.
Frederick: Suppose ...

Narrative of the Life of Frederick Douglass

43. Douglass describes how sad he felt about leaving his friends in Baltimore as he prepared to escape. He also discusses the dangers he faced if his plan had failed.

Have you or anyone you know moved to a new neighborhood or school and had to make new friends? What advice might you give Frederick on how to adapt to a new situation?

Write a letter to Douglass letting him know that you understand his sorrow at leaving his friends behind. Then offer him some advice on how to deal with the loss.

44. In this chapter, Douglass passionately describes his feelings after escaping to freedom. Write a one- or two-stanza poem titled “A Fugitive Slave in a Strange Land” based on the emotions he expresses. The poem might begin as follows:

A Fugitive Slave in a Strange Land

I travel North to find freedom
but what do I find?
A hunting-ground for slaveholders. . . .

45. When he arrived at New Bedford, Douglass was surprised at the lifestyle of the northerners.

Write a conversation between Douglass and his new wife about the surprising lifestyle of the northerners. The dialogue might begin as follows:

Frederick: Anna, look at those homes. They are every bit as fine as the largest mansions in Maryland.
Anna: You seem surprised?
Frederick: Yes, I assumed. . . .

Response Journal

46. Frederick Douglass, while in New Bedford, had to select a name for himself. His given name was “Frederick Augustus Washington Bailey.” . He chose the name “Douglass” from the “Lady of the Lake,” an Arthurian legend in which an enchantress gives Arthur his sword, Excalibur.

Suppose you have the opportunity to select a new name for yourself. The new name you select must have a special historical or legendary meaning. State the name you might select, and in one or two paragraphs relate the special meaning the name has for you.

47. Douglass enjoys his first day of work as his own master. However, he soon realizes that, due to prejudice, he will not be permitted to work as a calker. There is a footnote in the text: “I am told that colored persons can now get employment at calking in New Bedford – a result of anti-slavery effort.”

Think about the progress that has been made in overcoming prejudice in this country. Write a letter to Douglass describing for him the types of jobs available today for African American workers and for other minorities.

48. Write a second letter to Douglass telling him about the continued prejudice in America that hinders the ability of minorities to find good jobs. Discuss the extent to which job opportunities are still denied to minorities because of race. Cite evidence you know of to illustrate your points.
49. If Douglass were here today, what do you think he might suggest as a possible solution to the problem of prejudice in America? Consider the ways he improved himself in an effort to free himself from the mental and physical bonds of slavery.

Suppose Douglass came to your school to give a talk on prejudice in America. In one or two paragraphs, relate the possible solutions he might propose.

Appendix

50. Write a definition for a new dictionary for the term “slaveholding religion.” Try to follow the same format most dictionaries use for definitions. For example, one Webster’s Dictionary defines slave as “a human being who is owned as property by, and is absolutely subject to the will of, another.”
51. In the Appendix, Douglass includes a poem titled “A Parody,” written by a Methodist preacher who visited the South. The poem points out the hypocrisy of the slaveholding religion.

Earlier in the narrative, in Chapter X, Douglass discusses the slaveholding activities of Rev. Daniel Weeden and Rev. Rigby Hopkins, two ministers of the Reformed Methodist Church. Based on this information write a new stanza for the poem.

Wrap-up

52. Write about three things you liked and three things you disliked about this narrative.
53. Write a review of this narrative for a northern newspaper of the era.
54. Write a review of this narrative for a southern newspaper of the era.
55. Other than Douglass, which of the people mentioned in the story do you most admire and why? Write a fan letter to this person outlining his or her good points.
56. Which incident in this narrative do you believe is the most disturbing? Write a brief summary of the event and why it stands out in your mind.

Response Journal

57. Complete the following timeline with facts from the narrative.

Douglass was born in approximately 1818 in Tuckahow, Maryland, and his first master was

_____.

At age 7 or 8 he left to travel to _____ and to live with _____.

In _____ Douglass traveled to St. Michaels to live with Thomas Auld.

In 1833 Douglass was forced to work for _____, a man famous for his “slave handling” skills.

In 1834 Douglass worked for _____, described as a good master. Douglass first attempted to escape while working there.

On September 3, 1838, Douglass successfully escaped to _____.

Also in 1838, Douglass married _____.

Narrative of the Life of Frederick Douglass

Test

Multiple Choice

1. The preface of this book was written by abolitionist
 - A. Harriet Tubman.
 - B. Charles Lenox Remond.
 - C. William Lloyd Garrison.
 - D. a Methodist minister.
 - E. Mr. Thomas Auld.

2. During his early childhood in Tuckahoe, Frederick
 - A. lives with his grandmother on the outskirts of the plantation.
 - B. receives special favors from his master's wife because she knows he is her husband's illegitimate son.
 - C. never witnesses an act of cruelty.
 - D. is only permitted to attend school three weeks out of every year.
 - E. never knows his mother's true identity.

3. As a child, Frederick
 - A. and the other slave children have no jackets, trousers, or shoes. They wear only coarse linen shirts.
 - B. is given the job of caring for the pigs.
 - C. vows that he will never steal or lie.
 - D. is his mother's favorite child.
 - E. is frequently ill and nearly dies.

4. Slaves sing
 - A. to provide entertainment for their masters.
 - B. to prove to their masters that they are happy.
 - C. when they are the most unhappy.
 - D. only when they have been drinking.
 - E. because singing is free entertainment and slaves have no money.

Response Journal

5. Mr. Douglass believes he first changes from a slave to a man when
 - A. he refuses to accept a beating from Mr. Covey without fighting back.
 - B. his grandmother dies.
 - C. he marries Anna Murray.
 - D. he goes to live with Mr. Freeman, who is known to all to be a good master.
 - E. he witnesses Aunt Hester's beating.
 6. The slaves in the city have better lives than the slaves on the plantations because
 - A. in the city, it is illegal to beat a slave.
 - B. there is more available food in the cities.
 - C. the white owners in the city feel a sense of shame if they are cruel to the slaves.
 - D. the slaves in the city are permitted to go to school.
 - E. the families in the cities are all very poor. The slaves are a valuable piece of property so they are well fed and clothed to protect the family's investment.
 7. Douglass believes that the worst kind of slaveholders are
 - A. religious men who justify their cruel behavior with passages from the *Bible*, absolving themselves of all guilt over their immoral behavior.
 - B. northerners.
 - C. ship captains.
 - D. illiterate white men.
 - E. women.
 8. Frederick is happy to be sent to work for Mr. Covey because
 - A. he hopes to find a way to escape from the Covey farm.
 - B. he knows that he will be given enough to eat at the Covey farm.
 - C. the alternative is to be sent to Louisiana.
 - D. he thinks he will find his father working on that farm.
 - E. his future wife lives nearby.
-

Narrative of the Life of Frederick Douglass

9. Mr. Auld inadvertently tells Frederick that
- A. his father was a white man.
 - B. the key to his freedom is learning to read and write.
 - C. Frederick is to be sold to pay Mr. Auld's gambling debts.
 - D. Frederick is the smartest slave he has ever owned.
 - E. Mrs. Auld is ill and will soon die.
10. Frederick's friend Sandy helps Frederick
- A. by discouraging Frederick's plans to escape.
 - B. to avoid beatings by giving him a root to carry in his pocket.
 - C. by teaching him to swim.
 - D. Both A and B
 - E. A, B, and C
11. On what occasion did William Lloyd Garrison meet Douglass?
- A. When Douglass presented his book for publication.
 - B. At an anti-slavery rally.
 - C. At a rally in favor of giving African Americans the right to vote.
 - D. At Garrison's home during a party.
 - E. When the two were introduced by Wendell Phillips.
12. Frederick begins to implement his escape plan by
- A. persuading Mr. Auld to let him hire out his own time.
 - B. pretending to get drunk every night so his master would not suspect that he is capable of planning an escape.
 - C. collecting maps of the area.
 - D. Both A and B
 - E. A, B, and C
13. At a very young age, slaves learn
- A. to always praise their masters.
 - B. not to steal.
 - C. that the only person they can trust is their mother.
 - D. that swearing and cursing are wrong.
 - E. to recite verses from the *Bible*.

Response Journal

14. The circumstances surrounding Demby's death illustrate that
- A. slaves must not try to escape.
 - B. a white man who murders a slave will not be punished or censured in any way by the community.
 - C. slaves should learn to swim.
 - D. it is foolish for a slaveholder to starve a slave.
 - E. slaves can be trusted.
15. Frederick Douglass does not reveal all of the details of his escape because he
- A. does not want to be found by his owner.
 - B. is saving the details for a sequel.
 - C. does not want to offend the "good" slaveholders.
 - D. does not want to jeopardize the chances of another slave reaching freedom in the same way.
 - E. does not think they are important to the story.
16. Which of the following adjectives might Frederick Douglass use to describe Mr. Covey's character?
- A. righteous.
 - B. deceptive.
 - C. honest.
 - D. popular.
 - E. benign.
17. During the holidays, slaveholders encourage the slaves to
- A. drink to excess.
 - B. spend the time making needed brooms and mats.
 - C. visit family.
 - D. fast.
 - E. sing special holiday songs.

Narrative of the Life of Frederick Douglass

18. One way Frederick Douglass tries to help his fellow slaves is to
- A. show them ways to steal food without getting caught.
 - B. read the *Bible* to them.
 - C. teach them to read in a Sabbath school.
 - D. discourage them from trying to escape.
 - E. refuse to anger slaveholders by speaking out about the abuses he suffered as a slave.
19. Frederick Bailey changes his name to Douglass
- A. at the suggestion of Mr. Johnson.
 - B. because Douglass was his real father's name.
 - C. because the name Douglass is printed on the luggage he borrows from a friend.
 - D. in an effort to forget about his early years on the plantation.
 - E. so he can get a passport to travel to Europe.
20. After Douglass and other slaves tried to escape, they were sent to jail in
- A. Easton.
 - B. Baltimore.
 - C. St. Michael's.
 - D. Chesapeake.
 - E. Richmond.

Response Journal

Narrative of the Life of Frederick Douglass

Test

Student Answer Sheet

Name: _____

1. _____

11. _____

2. _____

12. _____

3. _____

13. _____

4. _____

14. _____

5. _____

15. _____

6. _____

16. _____

7. _____

17. _____

8. _____

18. _____

9. _____

19. _____

10. _____

20. _____

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Narrative of the Life of Frederick Douglass

Test

Answer Key

1. C

11. B

2. A

12. A

3. A

13. A

4. C

14. B

5. A

15. D

6. C

16. B

7. A

17. A

8. B

18. C

9. B

19. A

10. B

20. A

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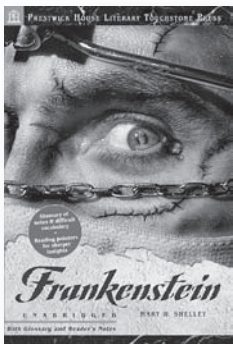
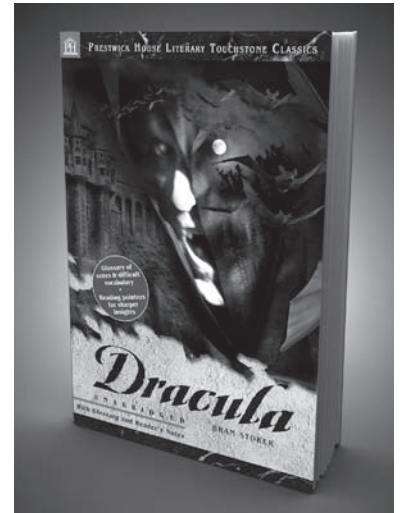
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