

After reading the following selections, you will be asked a series of questions. These questions will be based on the material in the selections.

### Frederick Douglass

### Notes

To: U.S. History Teachers  
 From: Clint Cortez ccortez@junctionhigh.edu  
 Subject: Book for January  
 Date: 12/01/2014

Teachers—

- 1 As you know each semester the curriculum committee selects one book on which to focus throughout the term. This semester's book is The Narrative of the Life of Frederick Douglass. Over the winter break you may want to make some changes to your lesson plans in order to include time for reading and discussing the book as well as plan how to incorporate the book into your other lessons.
- 2 The Douglass book has been used in the past and is popular among high schools across the U.S. We feel that it warrants exploring with our students, and we hope you will take the time to read the book before the January semester starts so that you can be even more prepared.

Thank you,

Clint Cortez  
 Curriculum Director, Junction High School

### Chapter #1 from Narrative of the Life of Frederick Douglass

- 1 *I was born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. A want of information concerning my own was a source of unhappiness to me even during childhood. The white children could tell their ages. I could not tell why I ought to be deprived of the same privilege. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and*

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*impertinent, and evidence of a restless spirit. The nearest estimate I can give makes me now between twenty-seven and twenty-eight years of age. I come to this, from hearing my master say, some time during 1835, I was about seventeen years old.*

2 *My mother was named Harriet Bailey. She was the daughter of Isaac and Betsey Bailey, both colored, and quite dark. My mother was of a darker complexion than either my grandmother or grandfather.*

3 *My father was a white man. He was admitted to be such by all I ever heard speak of my parentage. The opinion was also whispered that my master was my father; but of the correctness of this opinion, I know nothing; the means of knowing was withheld from me.*

Douglass, Frederick. *The Narrative of the Life of Frederick Douglass*. Dover Thrift: New York, 1995. Print. 1

### *Champion of Civil Rights and Rights for Women*

1 Frederick Douglass was born in a slave cabin, in February, 1818, near the town of Easton, on the Eastern Shore of Maryland. Separated from his mother when only a few weeks old, he was raised by his grandparents. At about the age of six, his grandmother took him to the plantation of his master and left him there. Not being told by her that she was going to leave him, Douglass never recovered from the betrayal of the abandonment. When he was about eight he was sent to Baltimore to live as a houseboy with Hugh and Sophia Auld, relatives of his master. It was shortly after his arrival that his new mistress taught him the alphabet. When her husband forbade her to continue her instruction, because it was unlawful to teach slaves how to read, Frederick took it upon himself to learn. He made the neighborhood boys his teachers, by giving away his food in exchange for lessons in reading and writing. At about the age of twelve or thirteen Douglass purchased a copy of *The Columbian Orator*, a popular schoolbook of the time, which helped him to gain an understanding and appreciation of the power of the spoken and the written word, as two of the most effective means by which to bring about permanent, positive change.

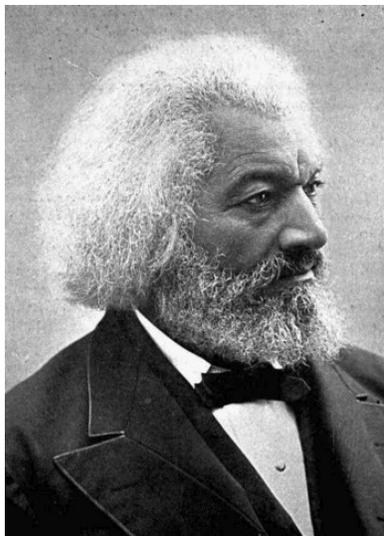
2 Returning to the Eastern Shore, at approximately the age of fifteen, Douglass became a field hand, and experienced most of the horrifying conditions that plagued slaves during the

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270 years of legalized slavery in America. But it was during this time that he had an encounter with the slavebreaker Edward Covey. Their fight ended in a draw, but the victory was Douglass', as his challenge to the slavebreaker restored his sense of self-worth. After an aborted escape attempt when he was about eighteen, he was sent back to Baltimore to live with the Auld family, and in early September, 1838, at the age of twenty, Douglass succeeded in escaping from slavery by impersonating a sailor.

- 3 He went first to New Bedford, Massachusetts, where he and his new wife Anna Murray began to raise a family. Whenever he could he attended abolitionist meetings, and, in October, 1841, after attending an anti-slavery convention on Nantucket Island, Douglass became a lecturer for the Massachusetts Anti-Slavery Society and a colleague of William Lloyd Garrison. This work led him into public speaking and writing. He published his own newspaper, *The North Star*, participated in the first women's rights convention at Seneca Falls, in 1848, and wrote three autobiographies. He was internationally recognized as an uncompromising abolitionist, indefatigable worker for justice and equal opportunity, and an unyielding defender of women's rights. He became a trusted advisor to Abraham Lincoln, United States Marshal for the District of Columbia, Recorder of Deeds for Washington, D.C., and Minister-General to the Republic of Haiti.

"A Short Biography of Frederick Douglass" FrederickDouglass.org. Web. Retrieved 2009 <[http://www.frederickdouglass.org/douglass\\_bio.html](http://www.frederickdouglass.org/douglass_bio.html)>



Questions #1 and #2 are based on the e-mail passage.

1 **Incorporate** in paragraph #1 most likely means—

- A to form a legal corporation
- B to form into a society or organization
- C to unite or combine so as to form one body
- D to take in or include as a part or parts

2 Which nonfiction genre is best exemplified by the first passage?

- A consumer document
- B workplace document
- C blog
- D secondary source

Questions #3-#6 are based on the passage, "Chapter #1" from Narrative of the Life of Frederick Douglass.

3 Describe the point-of-view of the passage.

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4 Compare the author's tone in Chapter #1, A Narrative from the Life of Frederick Douglass to Champion of Civil Rights and Rights for Women.

- A serious; somber
- B humorous; lighthearted
- C confused; bewildered
- D fearful; unsure

Use text examples to justify your answer.

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5 How does the author organize the passage?

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6 "Chapter #1" fits into which two nonfiction genre categories?

- A biography and magazine article
- B autobiography and primary source
- C blog and autobiography
- D editorial and primary source

Questions #7-#10 are based on the passage, "Champion of Civil Rights and Civil Rights for Women."

7 In paragraph #2, plagued means the same as—

- A invaded
- B diseased
- C distinguished
- D burdened

8 Which of the following is an assumption or opinion by the author?

- A Frederick Douglass was born in a slave cabin, in February, 1818, near the town of Easton, on the Eastern Shore of Maryland.
- B When he was about eight he was sent to Baltimore to live as a houseboy with Hugh and Sophia Auld, relatives of his master.
- C Not being told by her that she was going to leave him, Douglass never recovered from the betrayal of the abandonment.
- D Whenever he could he attended abolitionist meetings, and, in October, 1841, after attending an anti-slavery convention on Nantucket Island, Douglass became a lecturer for the Massachusetts Anti-Slavery Society and a colleague of William Lloyd Garrison.

9 Explain how the passage is an example of a secondary source.

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10 In paragraph #3, indefatigable emphasizes Douglass's -

- A value as President Lincoln's advisor.
- B tireless pursuit for equality and justice.
- C feeble attempts for women's rights.
- D idle attempts to free a couple of slaves.

Question #11 is based on the passages, "Chapter #1" and "Champion of Civil Rights and Rights for Women."

11 Use the Venn diagram below to compare and contrast the two passages.

Chapter #1    Champion of Civil Rights ...

