

Standards/Objectives

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Objectives: - Determine and analyze the development of the theme(s) in American literature of the 19th century (e.g. freedom, the American Dream, racism, regionalism, survival, “individual vs. society” and “civilization vs. the wilderness”)

“Narrative of the Life of Frederick Douglass” Comprehension Questions

1. ****Please attach your SMILES graphic organizer to these questions before handing in this assignment!**** (Similes, Metaphors, Imagery, **Locate the Main Idea**, Effects of the Writer’s Voice {Mood & Tone}, Summary)
2. **Page 454.** Explain what you think Douglass means when he states, “However long I might remain a slave in form, the day had passed forever when I could be a slave in fact.”
3. What do the choices Douglass makes reveal to you about his character? Support your answer with evidence from the text. Use P.E.A. (Point, Evidence, Analysis).
Consider...
 - his resolve to ask Master Thomas for protection
 - his agreeing to take the root from Sandy
 - his decision to fight Mr. Covey
4. What would you say freedom means to Douglass? Support your answer with evidence from the text. Use P.E.A. (Point, Evidence, Analysis).
Consider...
 - how he feels on Sunday, his only day of leisure
 - the remark, “You have seen how a man was made a slave; you shall see how a slave was made a man” (p. 449)
 - what he says in the next-to-last paragraph
5. What do the conflicts between Douglass and Mr. Covey reveal about slavery’s effects on both slaves and masters? In your answer, you must use both of the words **affect** and **effect** correctly.