***Frederick Douglass Analysis Activities***

**Objectives**: Analyze how an author uses rhetorical strategy to achieve his overall purpose in a work of fiction at an AP rubric scale of 5+. Compare and contrast how a writer uses rhetoric to achieve his overall purpose at an AP rubric scale of 5+. Analyze how incongruity and imagery influence an argument.

**You will analyze/pre-write for the following topics in groups, and then complete individual original written analysis for each activity over the next 5 days in class.** **Your group may choose the order** in which these activities are completed each day. You may type your written analysis on your electronic device in class.

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**In the Appendix, Frederick Douglass states his overall purpose for writing his story:**

Sincerely, and earnestly hoping that this little book may do something toward throwing light on the American slave system, and hastening the glad day of deliverance to the millions of my brethren in bonds--- faithfully relying upon the power of truth, love, and justice for success in my humble efforts – and solemnly pledging my self anew to the sacred cause, --- I subscribe myself.

Frederick Douglass April 28, 1845

**Activity 1: Annotations Re**ad **the following chapters from *The Narrative of the Life of Frederick Douglass* and annotate for the ways in which he achieves his overall purpose as stated above*:***

**Chapters: 1, 2, 4, 6 and 7.**

**The essay *The Hypocrisy of American Slavery* (which will be provided)**

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**Activity 2: Comparative Rhetorical Analysis: Chart over Chapters 2 and 4**

**Group Discussion/Pre-writing:** Compare and Contrast how Douglass uses rhetoric to achieve his overall purpose in these chapters. Create a Both Both But But Chart.

**Student Written Response**: Complete a Both Both But But Chart. **For extra credit** you may write the paragraphs in addition to the chart.

**Complete the Both Both But But Chart**

|  |  |  |
| --- | --- | --- |
| **Topic Sentences (examples below)** | **Evidence from #1 (quote and commentary/affects)** | **Evidence from #2 (quote and commentary/affects** |
| **Both** include sensory details to describe observations about insects with precision |  |  |
| **Both** use strong connotative verbs to speculate on the meaning of an insect’s behavior |  |  |
| **But (however, yet)** – this speculation on the nature of insects has its differences. **While #1 does** -------- **#2 does** ------------- |  |  |
| **#1** is generally literal in his style while describing insects, **But (yet; however)** #2 describes them metaphorically  |  |  |

**Activity # 3: Analysis of Incongruity and Imagery**

**Choose one of the following passages to analyze for incongruity and imagery. Create a letter-sized poster that contains the following**: An overall claim and two warrants, 2 examples of incongruity with quotes and affects, 4 words with strong connotation that create imagery AND support the overall claim or warrant… what is the main image? Draw the image. **You may do the second passage for extra credit**.

**Chapter 1 Mother and Father**

I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I waked she was gone. 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 anything 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…

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.

I know of such cases; and it is worthy of remark that such slaves invariably suffer greater hardships, and have more to contend with, than others. They are, in the first place, a constant offence to their mistress. She is ever disposed to find fault with them; they can seldom do anything 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. The master is frequently compelled to sell this class of his slaves, out of deference to the feelings of his white wife; and, cruel as the deed may strike any one to be, for a man to sell his own children to human flesh-mongers, it is often the dictate of humanity for him to do so; for, unless he does this, he must not only whip them himself, but must stand by and see one white son tie up his brother, of but few shades darker complexion than himself, and ply the gory lash to his naked back; and if he lisp one word of disapproval, it is set down to his parental partiality, and only makes a bad matter worse, both for himself and the slave whom he would protect and defend.

**Chapter 2: Slave Spirituals**

The [slaves[ would sometimes sing the most pathetic sentiment in the most rapturous tone, and the most rapturous sentiment in the most pathetic tone. Into all of their songs they would manage to wave something of the Great House Farm… This they would sing as a chorus to words which to many would seem unmeaning jargon, but which, nevertheless, were full of meaning to themselves. I have sometimes thought that the mere hearing of these songs would do more to impress some minds with the horrible character of than the reading of whole volumes of philosophy on the subject could do.

I did not, when a slave, understand the deep meaning of those rude and apparently incoherent songs. I was myself within the circle, so that I neither saw nor heard as those without might see and hear. They told a tale of woe which was then altogether beyond my feeble comprehension; they were tones loud, long, and deep; they breathed the prayer and complaint of souls boiling over with the bitterest anguish. Every tone was a testimony against slavery, and a prayer to God for deliverance from chains. The hearing of those wild notes always depressed my spirit, and filled me with ineffable sadness. I have frequently found myself in tears while hearing them. . .

To those songs I trace my first glimmering conception of the dehumanizing character of slavery. I can never get rid of that conception. Those songs still follow me, to deepen my hatred of slavery, and quicken my sympathies for my brethren in bonds. If any one wishes to be impressed with the soul-killing effects of slavery, let him go to Colonel Lloyd's plantation, and, on allowance-day, place himself in the deep pine woods, and there let him, in silence, analyze the sounds that shall pass through the chambers of his soul,—and if he is not thus impressed, it will only be because 'there is no flesh in his obdurate heart." *…*"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. At least, such is my experience. I have often sung to drown my sorrow, but seldom to express my happiness. Crying for joy, and singing for joy, were alike uncommon to me while in the jaws of slavery. The singing of a man cast away upon a desolate island might be as appropriately considered as evidence of contentment and happiness, as the singing of a slave; the songs of the one and of the other are prompted by the same emotion."

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**Activity 4: Rhetorical Analysis: *The Hypocrisy of American Slavery***

**Group Discussion: Read and annotate the speech *The Hypocrisy of American Slavery***

**Student Written Response**: Write a “mini” essay over this speech with a claim, 2 warrant paragraphs, and a concluding sentence. **You may write one extra paragraph for extra credit**.

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