

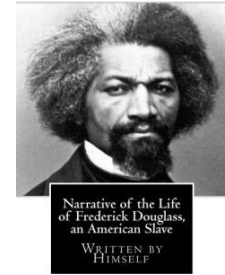
Name_____

Date_____

Narrative of the Life of Frederick Douglass

Intro to NotLoFD – Close Reading Excerpt 2 (of 5)

NotLoFD Chapter 2, paragraphs 2-5, 7 & 8, 10 & 11



Text	Second Read Questions	Third Read Questions
1. Colonel Lloyd kept from three to four hundred slaves on his home plantation [called Great House Farm], and owned a large number more on the neighboring farms belonging to him. This [Great House Farm] was the great business place. It was the seat of government for the whole twenty farms.... seat of government— group in charge		Jot down your thoughts, keep reading for TDQs! 

Text	Second Read Questions	Third Read Questions
2. Here, too, the slaves of all the other farms received their monthly allowance of food, and their yearly clothing. The men and women slaves received, as their monthly allowance of food, eight pounds of pork, or its equivalent in fish, and one bushel of corn meal. Their yearly clothing consisted of two coarse linen shirts, one pair of linen trousers, like the shirts, one jacket, one pair of trousers for winter, made of coarse negro cloth, one pair of stockings, and one pair of shoes; the whole of which could not have cost more than seven dollars. The allowance of the slave children was given to their mothers, or the old women having the care of them. allowance—a set amount provided to someone, often of food bushel—a measure of about 8 gallons coarse—rough, not soft	1. How many pairs of pants did enslaved adults have?	1. Why does Douglass describe the clothing that enslaved people were given in such detail? What is he trying to show? Jot down your thoughts, answer TDQ on the separate sheet of paper.  TDQ TIME! Answer fully on separate sheet of paper.

Text	Second Read Questions	Third Read Questions
The children unable to work in the field had neither shoes, stockings, jackets, nor trousers, given to them; their clothing consisted of two coarse linen shirts per year. When these failed them, they went naked until the next allowance-day. Children from seven to ten years old, of both sexes, almost naked, might be seen at all seasons of the year.	2. Why were many children naked?	
3. There were no beds given the slaves, unless one coarse blanket be considered such, and none but the men and women had these. This, however, is not considered a very great privation. They find less difficulty from the want of beds, than from the want of time to sleep; for when their day's work in the field is done, the most of them having their washing, mending, privation—a lack of something necessary for survival want— desire or need		2. Why didn't enslaved people get enough sleep? Jot down your thoughts, answer TDQ on the separate sheet of paper.  TDQ TIME! Answer fully on separate sheet of paper.

Text	Second Read Questions	Third Read Questions
and cooking to do, and having few or none of the ordinary facilities for doing either of these, very many of their sleeping hours are consumed in preparing for the field the coming day; and when this is done, old and young, male and female, married and single, drop down side by side, on one common bed, —the cold, damp floor,—each covering himself or herself with their miserable blankets; and here they sleep till they are summoned to the field by the driver's horn. At the sound of this, all must rise, and be off to the field. facilities—spaces, equipment consumed— time taken up summoned— called to driver—a person who supervised slaves as they worked; often, a plantation would have an overseer and then several drivers who reported to the overseers	3. Where do enslaved people sleep?	

Text	Second Read Questions	Third Read Questions
There must be no halting; every one must be at his or her post; and woe betides them who hear not this morning summons to the field; for if they are not awakened by the sense of hearing, they are by the sense of feeling: no age nor sex finds any favor. Mr. Severe, the overseer, used to stand by the door of the quarter, armed with a large hickory stick and heavy cowskin, ready to whip any one who was so unfortunate as not to hear, or, from any other cause, was prevented from being ready to start for the field at the sound of the horn. post—the place where you do your job woe betides them— difficulty comes summons— calling quarter—the place where slaves lived	4. What happened to enslaved people who did not get to the field on time?	

Text	Second Read Questions	Third Read Questions
5. Mr. Severe was rightly named: he was a cruel man. I have seen him whip a woman, causing the blood to run half an hour at the time; and this, too, in the midst of her crying children, pleading for their mother's release. He seemed to take pleasure in manifesting his fiendish barbarity. Added to his cruelty, he was a profane swearer. It was enough to chill the blood and stiffen the hair of an ordinary man to hear him talk. Scarce a sentence escaped him but that was commenced or concluded by some horrid oath. The field was the place to witness his cruelty and profanity. His presence made it both the field of blood and of blasphemy. privation—a lack of something necessary for fiendish barbarity—unpleasant cruelties profane— disrespectful commenced— begin or start profanity— obscene language blasphemy—something you say or do that is insulting to God or people's religious beliefs	5. Paraphrase the sentence “His presence made it both the field of blood and of blasphemy.”	

Text	Second Read Questions	Third Read Questions
From the rising till the going down of the sun, he was cursing, raving, cutting, and slashing among the slaves of the field, in the most frightful manner. His career was short. He died very soon after I went to Colonel Lloyd's; and he died as he lived, uttering, with his dying groans, bitter curses and horrid oaths. His death was regarded by the slaves as the result of a merciful providence. merciful providence—a force that is meant to protect us	6. What was Mr. Severe like?	

Text	Second Read Questions	Third Read Questions
6. The home plantation of Colonel Lloyd wore the appearance of a country village.... It was called by the slaves the <i>Great House Farm</i>. The slaves selected to go to the Great House Farm, for the monthly allowance for themselves and their fellow-slaves, were peculiarly enthusiastic. While on their way, they would make the dense old woods, for miles around, reverberate with their wild songs, revealing at once the highest joy and the deepest sadness. They would compose and sing as they went along, consulting neither time nor tune.... wore the appearance of— reverberate—echo	7. What do enslaved people do as they walk to the Great House Farm?	

Text	Second Read Questions	Third Read Questions
7. 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. The mere recurrence to those songs, even now, afflicts me; incoherent— making no sense woe—sorrow anguish—extreme sadness or despair ineffable—too great to be described in words afflicts—bothers	8. To what does “they” in the third sentence refer? 9. How did Douglass feel when he heard the enslaved people singing?	3. What emotions did Douglass say the songs sung by enslaved people convey? 4. Why does Douglass explain that even thinking about the songs now makes him sad? How does that help convince his audience? Jot down your thoughts, answer TDQ on the separate sheet of paper.  TDQ TIME! Answer fully on separate sheet of paper.

Text	Second Read Questions	Third Read Questions
and while I am writing these lines, an expression of feeling has already found its way down my cheek. 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.” conception— start dehumanizing—to treat people so badly that they lose their good human qualities quicken—to make grow brethren—member of a group obdurate—stubborn, hard	10. If someone listens to the songs and is not moved by them, what does Douglass suggest that person is missing?	

Text	Second Read Questions	Third Read Questions
8. 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. astonished—very surprised conceive— understand prompted—started	11. Does happiness or sorrow prompt enslaved people to sing?	

CENTRAL IDEA (Whole Excerpt)

PURPOSE: How does this excerpt support the two positions Douglass held about slavery that are listed below. Use details from the text to support your answer. Answer this extended response on your separate sheet of paper.

1. Slavery is terrible for enslaved.

2. Slavery corrupts those who enslave others.