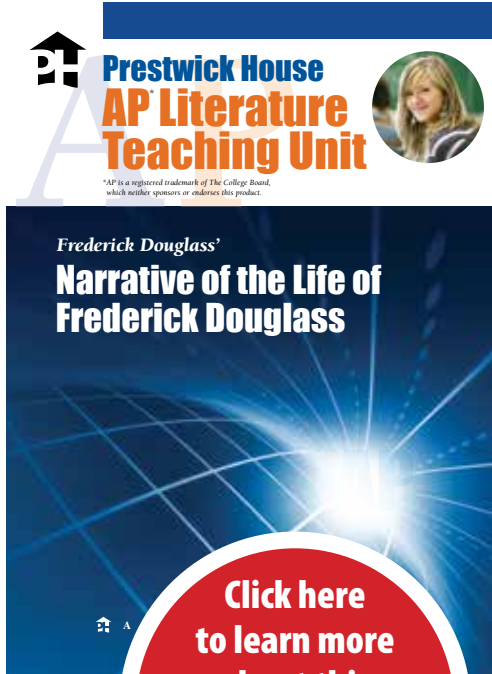




Prestwick House  
AP Literature  
Teaching Unit™

# Sample



Click here  
to learn more  
about this  
Teaching Unit!

↑



Click here  
to find more  
Classroom Resources  
for this title!

↗

 **Prestwick House**

More from Prestwick House

**Literature**  
Literary Touchstone Classics  
Literature Teaching Units

**Grammar and Writing**  
College and Career Readiness: Writing  
Grammar for Writing

**Vocabulary**  
Vocabulary Power Plus  
Vocabulary from Latin and Greek Roots

**Reading**  
Reading Informational Texts  
Reading Literature

Advanced Placement in  
English Literature and Composition

Individual Learning Packet

**Teaching Unit**

**Narrative of the Life  
of Frederick Douglass**

by Frederick Douglass

written by Rita Truschel



**Prestwick House**

Copyright © 2009 by Prestwick House Inc., P.O. Box 658, Clayton, DE 19938. 1-800-932-4593.  
[www.prestwickhouse.com](http://www.prestwickhouse.com) Permission to copy this unit for classroom use is extended to purchaser for his or her  
personal use. This material, in whole or part, may not be copied for resale.

Item No. 305390

# Narrative of the Life of Frederick Douglass

## Objectives

*By the end of this Unit, the student will be able to*

1. identify the writing conventions of autobiography, memoir and journalism.
2. trace the development of Frederick Douglass's character from childhood to manhood, noting how and why he reached his life crisis and chose to act.
3. analyze antagonists and their role in Douglass's life and narrative.
4. identify and analyze the effective use of literary elements such as impressions, understatement, sarcasm, analogy, allusion, symbols, personification, irony, paradox, parallel structure, antithesis, persona and internal monologue.
5. identify and analyze techniques and examples of logic and argument, including logical fallacies.
6. analyze the effect of word choice and sentence structure to express meaning, tone and theme.
7. analyze the depiction of women in the book.
8. analyze the development of religion in the book.
9. analyze the relationship between Douglass's purpose and audience and his narrative's elements and structure.
10. offer a close reading of *Narrative of the Life of Frederick Douglass* and support interpretations and assertions using evidence from the text and knowledge of his biography, literary allusions, and period history.
11. respond to multiple-choice questions similar to those that will appear on the Advanced Placement in English Literature and Composition Exam.
12. respond to writing prompts similar to those that will appear on the Advanced

## Introductory Lecture

### AUTOBIOGRAPHY

Autobiography is the story of a person's life, written by that person. Since ancient times, autobiography has been the purview of people with important and lasting accomplishments, for the purposes of explanation, self-justification, public instruction, moral example, and entertainment. With the rise of the popular press in the 17th century, autobiography expanded to include popular celebrities and lesser persons with significant or scandalous experiences.

Memoir is a form of autobiography, typically focused on meaningful incidents within a related timespan. Memoir relies heavily on the author's memories, feelings, and interpretations of events' significance.

*Confession* is a subgenre of autobiography in which private, secret, or shocking details of an author's life are revealed. In 2006, author James Frey drew heavy criticism when it was revealed that his *Million Little Pieces*, which had been published and acclaimed as a memoir, turned out to have been largely fabricated. The book is now marketed as "semi-fictional."

Autobiography has value as a record of an author's direct and intimate knowledge and perceptions as well as an admittedly non-objective record of the *milieu* and ambience of a historical period or foreign culture.

However, the autobiographer's necessary need of the first person point of view limits content to that one person's perspective. Authors writing about themselves may be unreliable narrators who withhold or misjudge information out of ignorance, faulty memory, bias, or self-protection. Pay attention to the author's *persona*, the image of the writer projected to readers.

### JOURNALISM

*Journalism* is the recording of news reports and opinion essays in publications and broadcasts. News writing is judged by the standards of factual accuracy, completeness of reports and impartial perspective. Opinion writing, such as editorials and columns, relies on interpretation, analysis and persuasive argument.

Frederick Douglass's career as an abolition advocate, newspaper editor, political commentator, and author encompassed several literary genres.

### ARGUMENT

*The Narrative of the Life of Frederick Douglass* is an argument against slavery, written for the purpose of persuading readers to challenge laws and social norms that kept black people in bondage. The book is a model of persuasive writing worth examining by part and as a whole.

# Narrative of the Life of Frederick Douglass

## Chapter 1

1. Why would Frederick Douglass begin his life story by admitting what he doesn't know?

---

---

---

---

---

---

---

---

---

---

2. What is known about Douglass's family?

---

---

---

---

---

---

---

---

---

---

3. What is the argument concerning Noah's cursing Ham to which Douglass refers?

---

---

---

---

---

---

---

---

---

---

**Chapter 3**

1. What is the significance of the garden?

---

---

---

---

---

---

---

---

2. What was Douglass's opinion of Colonel Lloyd, his master?

---

---

---

---

---

---

---

---

3. The chapter concludes with the assertion that slaves don't tell the truth about their condition. How has Douglass supported that conclusion?

---

---

---

---

---

---

---

---

4. Why does Douglass state this conclusion explicitly?

---

---

---

---

---

---

---

---

**Chapter 5**

1. How does Douglass contrast his childhood on Colonel Lloyd's plantation with his arrival in Baltimore?

---

---

---

---

---

---

---

2. How does Douglass react to this turning point in his life? How does he explain a change in some of his core values?

---

---

---

---

---

---

---

**Chapter 6**

1. Explain the transformation of Sophia Auld.

---

---

---

---

---

---

---

2. What observations does Douglass make about slaves in the city? How do his observations challenge nineteenth-century views of domesticity and feminine delicacy?

---

---

---

---

---

---

---

**Chapter 8**

1. Why is Frederick sent back to the Lloyd plantation after his owner died?

---

---

---

---

---

2. What is the impact of the zeugma when Douglass writes of the Aulds; “The influence of brandy upon him, and of slavery upon her, had effected a disastrous change in the characters of both”?

---

---

---

---

---

3. Why is Douglass outraged by his grandmother’s fate?

---

---

---

---

---

4. Who is the slave’s poet, Whittier?

---

---

---

---

---

5. What is Douglass’s reaction to being sent to St. Michaels? Why?

---

---

---

---

---



5. How, according to Douglass, does allowing the slaves holiday time between Christmas and New Year actually benefit the slave owner more than the slave?

---

---

---

---

---

---

---

---

6. How does Douglass add a touch of wry humor to his account of his intensifying desire for liberty?

---

---

---

---

---

---

---

---

7. Describe Douglass's treatment after he is beaten by shipyard apprentices back in Baltimore.

---

---

---

---

---

---

---

---

8. Frederick is given the freedom to contract his own employment and collect his wages. How does he react to this freedom?

---

---

---

---

---

---

---

---