**10th Grade ELA**

**Week 2: April 27-May 3**

**The Narrative of *The Life of Frederick Douglass***

Chapter Two: Spirituals, Myth, and the Reality Behind the Song

**Chapter Two’s Essential Question:**What tools do human beings use to transcend difficulties?

**Think about this:** When you have difficulties, what things do you do to overcome them?

**Read the PDF or listen to the audio or both for chapter two.**

Audio: <https://www.youtube.com/watch?v=G9Bkw-TPaV0&list=PLW0w1yBrdlxxBmDSDJedoPzDVF4eBcE5r&index=2>

PDF:

<https://www.studenthandouts.com/00/200701/douglass.pdf>

**Vocabulary: The following is a suggested list of vocabulary words that may not be familiar to you in chapter two. Refer to them to help you better understand the chapter.**

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| **Chapter 2 Glossary** |
| transaction-matterprincipal-mainabundance-large amountssloop-a boatvessel-boat, or containeroverseership-state of being an overseerdisputes-argumentsevinced-showeddetermination-strength or willpowercoarse-roughprivation-needfacilities-servicessummoned-calledhalting-hesitatingwoe-miseryteemed-respectedquarter-roomsmidst-middlemanifesting-showingfiendish-cruelbarbarity-viciousnessprofane-wickedcommenced-beganmerciful-kindprovidence-wisdomcourse-wayesteemed-respectedreposed-relaxedconferred-awardedsought-wanteddiligently-thoroughlypeculiarly-unusuallydense-thickreverberate-echocompose-createconsulting-referring topathetic-sadsentiment-feelingrapturous-joyfulexultingly-with joyjargon-languageincoherent-unclearfeeble-weakdeliverance-releasetestimony-evidenceineffable-overwhelmingrecurrence-returnconception-ideadehumanizing-degradingbrethren-membersbonds-slaverychambers-spacesobdurate-stubbornutterly-completelyastonished-shockedconceive-imaginecast-throwndesolate-desertedcontentment-calmnessprompted-caused |

**Assignment: Respond to the following questions on a separate document. Please use complete sentences. For example:** *Douglass describes the living conditions as…*

**Text Dependent Questions:**

1. In a short paragraph, describe the living conditions and rations (food and supplies) of most slaves on Colonyl Lloyd’s plantations.  How did some slaves supplement their necessities? (their needs)
2. Douglass states, “The same traits of character might be seen in Colonel Lloyds slaves, as are seen in the slaves of political parties.”  In this passage Douglass is referring to the slaves that work at The Great House Farm.  How are they similar to “the slaves of political parties”?  Why does Douglass make this comparison?
3. According to Douglass, what does the singing of a slave communicate? How does Douglass feel about slave songs?  In what way is slaves’ singing misinterpreted by some people?