

10th Grade ELA

Week 6 June 1-June 8

The Narrative of *The Life of Frederick Douglass*

CHAPTERS 10

Essential Questions: What is humanity?

Think about this: What does it mean to be a human being (vs. an animal)?

Read the PDF or listen to the audio or both for chapter 10.

Audio:

Chapter 10 Part 1: <https://www.youtube.com/watch?v=w4LkvvSa7wM>

Chapter 10 Part 2: <https://www.youtube.com/watch?v=d78CJ4uhcF4>

PDF:

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

Assignment:

Respond to the following questions using complete sentences. Be thorough. (use evidence from the text to support your answer for each question):

1. When Douglass states that, "Mr. Covey succeeded in breaking me. I was broken in body, soul, and spirit. My natural elasticity was crushed, my intellect languished, the disposition to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute!" how does this passage portray the mental and emotional state of a slave who has been dehumanized? What images does the passage bring to mind?
2. Re-read the passage Douglass writes after he fights with Mr. Covey. What does Douglass mean by, "however long I might remain a slave in form, the day has passed forever when I could be a slave in fact."
3. What is the purpose of including the religious imagery in this passage: "from the tomb of slavery, to the heaven of freedom"?
4. Compare the passage after Douglass' fight with Mr. Covey to his description of being "broken" by Mr. Covey? How does the language Douglass uses in each passage

differ? How does the language demonstrate Douglass' mental and emotional state during each event?