**10th Grade Honors 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-matter principal-main abundance-large amounts sloop-a boat vessel-boat, or container overseership-state of being an overseer disputes-arguments evinced-showed determination-strength or willpower coarse-rough privation-need facilities-services summoned-called halting-hesitating woe-misery teemed-respected  quarter-rooms midst-middle manifesting-showing fiendish-cruel barbarity-viciousness profane-wicked commenced-began merciful-kind providence-wisdom course-way esteemed-respected reposed-relaxed  conferred-awarded sought-wanted diligently-thoroughly peculiarly-unusually dense-thick reverberate-echo compose-create consulting-referring to pathetic-sad sentiment-feeling rapturous-joyful exultingly-with joy jargon-language incoherent-unclear feeble-weak deliverance-release testimony-evidence ineffable-overwhelming recurrence-return  conception-idea dehumanizing-degrading brethren-members bonds-slavery chambers-spaces obdurate-stubborn utterly-completely astonished-shocked conceive-imagine cast-thrown desolate-deserted contentment-calmness prompted-caused |

In chapter two of his narrative, Douglass notes the many deprivations slaves experienced, including lack of sufficient food, bedding, rest, and clothing. He also describes the home plantation of Captain Lloyd, his master's employer. Captain Lloyd's plantation was called the "Great House Farm" by all of the slaves, and the slaves viewed the Great House Farm as the most desirable place to live, work, or visit:

"Few privileges were esteemed higher, by the slaves of the out-farms, than that of being selected to do errands at the Great House Farm. It was associated in their minds with greatness. A representative could not be prouder of his election to a seat in the American Congress, than a slave on one of the out-farms would be of his election to do errands at the Great House Farm."

**Analysis Assignments and Instructions (Questions 1-6)**

**Instructions Part 1:**

Think about the comparison Douglass makes between being elected to Congress and being chosen to run an errand at the Great House Farm. What is Douglass's tone? What is the point he is trying to make? Read the next paragraph in which Douglass introduces the spirituals, or songs, that the slaves would sing on their way to the Great House:

*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. The thought that came up, came out-if not in the word, in the sound;--and as frequently in the one as in the other. They 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 weave something of the Great House Farm. Especially would they do this, when leaving home. They would then sing most exultingly the following words: 'I am going away to the Great House Farm!'  
  
"'O, yea! O, yea! O!' 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 those songs would do more to impress some minds with the horrible character of slavery, than the reading of whole volumes of philosophy on the subject would do.*

**Assignment 1: Respond to the following questions on a separate document. Please use complete sentences. For example:** *Douglass describes the songs that he slaves sing as…*

1. How does Douglass describe the songs or spirituals that the slaves would sing?
2. What seems to be the tone of the spiritual "Great House Farm"? Why? Provide evidence of the tone (one-three words used that set the tone)
3. For what might the phrase "Great House" be a metaphor? Consider the context of the song and evaluate the denotation and connotation of "Great House."

**Instructions Part 2:**

Then focus on the next passage in chapter two in which Douglass plumbs the meaning and feeling behind the slaves' singing of spirituals.

*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.*

**Assignment 2: Respond to the following questions on a separate document. Please use complete sentences.**

1. Upon reflection, what does Douglass realize about why slaves sang spirituals and about the basic purpose of the spirituals?
2. Which of Douglass's descriptive words or phrases in the passage show the extent to which he deplores slavery? Which rhetorical appeals does Douglass use and to what effect? (ethos, pathos, logos)

**Instructions Part 3:**

Finally, read the last paragraph of chapter two which deals with the false romantic view of the spirituals and of the slaves singing them.

*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.*

**Assignment 3: Respond to the following questions on a separate document. Please use complete sentences.**

1. How does Douglass dismiss the misconception that a singing slave is necessarily a content and happy slave? What analogy does he use? Is this analogy effective?