

**A NARRATIVE OF THE LIFE OF  
FREDERICK DOUGLASS  
AN AMERICAN SLAVE**



**Summer Reading Study Guide for  
Holmes and Business Careers High School  
Advanced Placement English Language  
and Composition Course**

**Mr. Singleton and Mrs. Villarreal**

**Name:** \_\_\_\_\_

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**Study Guide**

This study guide includes three different types of tasks for you to complete along with reading the text:

**CHAPTER QUESTIONS:** As you read each chapter, you will need to answer the questions that go along with the reading. Make sure you answer the question fully and that responses are based on what you learn from the text.

**CHAPTER QUOTATIONS:** For each chapter, you will be given some quotations to choose from. You will choose one quotation for each chapter and you will need to write a brief explanation of why you think the quote is important to what you have read as a whole.

**CHAPTER ACTIVITIES:** In addition to completing the questions and explaining the importance of the quotes, you will need to select four of the chapter activities to complete from the following list:

Chapter 2: Write a diary (at least a full page) and then make a chart of a day in the life of a slave.

Chapter 3: In a well-developed, one to two page essay, discuss the prejudice that existed among slaves from different plantations. Examine the irony of this prejudice.

Chapter 6: In a well-developed, one to two page essay, discuss the irony of what Mr. Auld taught Frederick when he forbid Mrs. Auld to teach him to read.

Chapter 7: Write a diary entry of a memory you have about an early reading experience then discuss how your experience differed from Frederick's.

Chapter 8: In a well-developed, one to two page essay, discuss John Greenleaf Whittier's poem. Why does Frederick put this poem in his narrative immediately following the anecdote about his grandmother? Go to the library and find other poems by Whittier. What other poems has he written about slavery? Why does Frederick call him the slave poet?

Chapter 9: Frederick points out many ironies in this chapter. In a well-developed, one to two page essay, discuss two of them.

Chapter 10: Frederick provides his readers with an anecdote about the purpose of the Christmas holiday for slaveholders. Read this section and then in a well-developed, one to two page essay, discuss why slaves are given the Christmas holiday.

Appendix: Read aloud and in a well-developed, one to two page essay, discuss the parody Douglass "copies". What is his intent of using it in his narrative? Why is the word "union" used throughout it? In this parody is he only criticizing the Christians of the south or is he also criticizing the Christians of the north?

**Before you begin the narrative, read through the following timeline to get an idea of what to expect in the narrative. You can also refer back to the following timeline to help you keep track of what is going on in the narrative as you read.**

## **OVERVIEW**

### **TIMELINE OF THE LIFE OF FREDERICK DOUGLASS**

(All dates are approximate since slaves were kept ignorant of the concept of time or dates.)

**1818** Frederick Bailey (Douglass) born in Tuckahoe, near Hillsborough, Maryland. Mother—Harriet Bailey, a slave; father—a white man, perhaps the master. Separated from mother in infancy.

**1824** Harriet Bailey dies; seen only by son four or five times when she'd travel twelve miles by foot at night.

**1817-1825** Lived on the "Great House Farm" plantation of Colonel Edward Lloyd; master was Captain Anthony, Colonel Lloyd's clerk.

**1825** Moved to Baltimore, Maryland, home of Mr. Hugh Auld, brother of Colonel Lloyd's son-in-law, Captain Thomas Auld.

**1825** Mrs. Sophia Auld, new mistress, begins to teach Frederick to read; Mr. Auld finds out and forbids it, calling it "unlawful" and "unsafe."

**1825-1832** Lives with Aulds; continues to learn to read and write, often bribing the poor white children to help him.

**1828** Returns to Colonel Lloyd's plantation after death of Captain Anthony and his youngest son Richard so that property, including horses and slaves, can be divided between two surviving children, Mrs. Lucretia and Master Andrew; falls to the portion of Mrs. Lucretia and is returned to Baltimore.

**1829** Reads "The Columbian Orator," giving words to his feelings about slavery; learns the meaning of the word "abolition"; meets two kind Irishmen who advise him to run away to the north; "from that time on I resolved to run away" (p. 57).

(The following dates are more accurate since Frederick has learned to read and understands dates.)

**March, 1832** Mrs. Lucretia and Master Andrew have both died; Master Thomas Auld, Lucretia's husband, remarries and has a misunderstanding with Master Hugh. As punishment of Hugh, Frederick goes to live with Master Thomas in St. Michael's, Maryland. Master Thomas is not as good a master; he feeds his slaves very little.

**Jan. 1, 1833** Sent to live with Mr. Covey who has the reputation "for breaking young slaves" (p. 70); Frederick is frequently whipped. He writes, "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!" (p. 75).

**Aug. 1833** Frederick becomes ill in the fields; Mr. Covey whips him. Frederick runs away from Mr. Covey and files a complaint with Master Auld which is rejected. When Frederick returns to Mr. Covey's he vows to fight which he does; Mr. Covey's treatment toward him begins to change; Frederick vows that he never will be whipped again. "This battle with Mr. Covey... rekindled the few expiring embers of freedom, and revived within me a sense of my own manhood" (p. 82).

**Jan. 1, 1834** Moved to home of Mr. William Freeland, three miles from St. Michael's. Mr. Freeland was "an educated southern gentleman" and much kinder to the slaves. Frederick begins a Sabbath school for slaves; if they were caught they would be whipped, but they wanted to learn to read and write.

**Jan. 1835** Mr. Freeland again hires Frederick from his master. Frederick and several other slaves plot an escape but are discovered and sent to jail. For a reason unknown to Frederick, Master Thomas Auld decides to send him back to Baltimore to Hugh Auld.

**1835** Sent to learn the trade of caulking at a shipyard; severely injured in fight with white carpenters; Mr. Hugh Auld takes Frederick to work in shipyard where he is foreman; Frederick learns quickly and is soon earning wages which he must turn over to Master Hugh Auld.

**Spring 1838** Frederick applies to Master Thomas to allow him to hire his time; Thomas refuses; however, later Hugh agrees making a deal which guarantees him more money. Frederick agrees to the plan since it is the only way he can earn money to escape. When Frederick goes out of the city on work without permission, Master Hugh tells him to "bring my tools and clothing home forthwith" (p. 109). This makes Frederick more committed to find a way to escape.

**Sept. 3, 1838** Frederick escapes to New York; he does not reveal the means in his narrative, stating that it could embarrass some and keep others from escaping; he is helped by Mr. David Ruggles who houses Frederick in his boarding house and helps him get Anna Murray, a free black woman, to New York.

**Sept. 15, 1838** Anna Murray and Frederick Johnson (name changed from Frederick Bailey) marry; this is particularly important since slaves were not permitted to marry; they leave for New Bedford. In New Bedford the couple is helped by Mr. and Mrs. Nathan Johnson. Frederick asks the Johnsons to help him pick a new name; Mr. Johnson who is reading "Lady of the Lake" selects Douglass.

**Aug. 11, 1841** At the anti-slavery convention at Nantucket Mr. William C. Coffin urges Frederick Douglass to speak. Douglass writes, "It was a severe cross, and I took it up reluctantly. The truth was, I felt myself a slave, and the idea of speaking to white people weighed me down" (p. 119).

**Before you begin the narrative, look up the following terms and make sure you have a good understanding of their meaning.**

Nonfiction-

Autobiography-

Narrative-

Slavery-

Abolition-

Abolitionist-

Chattel-

## CHAPTER I

Sets the scene; Frederick tells us some of his early life and begins to explain life on the plantation.

**As you read the first chapter, answer the following questions:**

- Why is Frederick not sure when he was born?
- What is Frederick's last name at birth?
- Why would slaveholders want to keep a slave ignorant of such a simple thing as the date of his birth? (Education)
- Who were Frederick's mother and father?
- Why does Frederick make the point that a slaveholder who has fathered a child is likely to be tougher on that child?
- Why does Frederick only rarely see his mother?
- Is Frederick's relationship with his mother typical of other slave children?
- What is the role of the overseer on the plantation?
- What is the relationship of the slaveholder to the overseer to the slave on the plantation? (History)
- What do we learn about Plummer, the overseer?
- Who is Frederick's first master?
- Why does Frederick tell the story of Lloyd's Ned?

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

"By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters to keep their slaves thus ignorant" (p. 21). [The intentional ignorance of slaves plays an important role in Frederick's understanding of the system.] (Education)

"He was a cruel man, hardened by a long life of slaveholding" (p. 24). [This is an important point that Frederick will continue to make throughout the narrative.] (History)

"It was the blood-stained gate, the entrance to hell of slavery, through which I was about to pass" (p. 25).

## CHAPTER II

Describes the plantation system of Colonel Lloyd; discusses the daily existence of slaves on the plantation.

**As you read the second chapter, answer the following questions:**

- Who were the family members of Frederick's master Colonel Edward Lloyd?
- What is the relationship of Colonel Lloyd to Frederick's master?
- Was there a pecking order among slaves? Explain.
- Why would a slave whose life on a plantation was very bad fear being sold to a slave-trader?
- Why was Severe an appropriate name for the overseer? (English)
- Why is it difficult to find copies of slave songs?
- Why does Frederick suggest that slaves sing out of sorrow rather than out of joy?

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

"The same traits of character might be seen in Colonel Lloyd's slaves, as are seen in the slaves of the political parties" (p. 30). (History) \*

"Crying for joy, and singing for joy, were alike uncommon to me while in the jaws of slavery" (p. 32).

### CHAPTER III

Relates several anecdotes that tell readers more about plantation life and the thinking of slaves.

**As you read the third chapter, answer the following questions:**

- How did Colonel Lloyd keep the slave boys from taking his fruit?
- Why was it particularly difficult to be the slaves in charge of Colonel Lloyd's horses?
- What is ironic about Colonel Lloyd's treatment of his horses compared to the treatment of his slaves?
- What happened to the slave who told Colonel Lloyd the truth about his master?
- What is a maxim? (English)

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

Slave maxim: "a still tongue makes a wise head" (p. 36). (English)

### CHAPTER IV

Tells readers more about overseers and relates incidents of slave murders.

**As you read the fourth chapter, answer the following questions:**

- Why is Mr. Austin Gore a "first-rate overseer"? What is the irony of this description of him? What is ironic about his name? (English)
- What reason does Mr. Gore give for killing Demby the slave?
- What other examples does Frederick give of his statement "that killing a slave, or any colored person,... is not treated as a crime, either by the courts or the community" (p. 41)? (History)\*

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

Maxim laid down by slaveholders: "It is better that a dozen slaves suffer under the lash, than that the overseer should be convicted, in the presence of the slaves, of having been at fault" (p. 38).

"To be accused was to be convicted, and to be convicted was to be punished" (pp. 38-39). [Another important point that continues throughout the narrative.] (History)

"He dealt sparingly with his words, and bountifully with his whip, never using the former where the latter would answer as well" (p. 39).

### CHAPTER V

Examines Frederick's life as a slave child and discusses his leaving the plantation.

**As you read the fifth chapter, answer the following questions:**

- What was life like for Frederick on the plantation?
- Why was Frederick so happy to be leaving the plantation?
- Why did he particularly want to go to Baltimore?
- What relationship did his new master have to his old master?
- Why did Frederick, who was seven or eight, not know the month or year of his sailing?
- What were Frederick's initial impressions of his new mistress, Mrs. Sophia Auld?

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

"I may be deemed superstitious, and even egotistical, in regarding this event as a special interposition of divine Providence in my favor" (p. 47).

## CHAPTER VI

Discusses learning to read and explains its importance.

**As you read the sixth chapter, answer the following questions:**

- To what does Frederick attribute the kindness of Mrs. Auld?
- What, according to Frederick, changes her?
- Why is Mr. Auld angry when he finds that Mrs. Auld is teaching Frederick his letters?
- Why does Frederick call Mr. Auld's forbidding his learning how to read "invaluable instruction" (p. 49)?
- Why does inability to read keep men enslaved according to Frederick and to Mr. Auld? (Education)
- What does Frederick hope to gain by learning how to read?
- Who teaches Frederick why black men are not taught to read?
- Why is this lesson so important to him?
- Why is the life of a city slave so much better than the life of a plantation slave?
- Why does Frederick relate the story of the slaves Henrietta and Mary? (English)

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

"If you teach that nigger (speaking of myself) how to read, there would be no keeping him. It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master" (p. 49).

"I now understood what had been to me a most perplexing difficulty—to wit, the white man's power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom" (p. 49). (Education)

"In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress. I acknowledge the benefit of both" (p. 50). (Education) \*

"A city slave is almost a freeman, compared with a slave on the plantation" (p. 50).

## CHAPTER VII

Relates what Mrs. Auld learned from keeping slaves; how Frederick came to hate slavery and how he learned to write.

**As you read the seventh chapter, answer the following questions:**

- How did Mrs. Auld change and why did she change?
- What plan did Frederick adopt to learn how to read now that Mrs. Auld was no longer teaching him?
- Why is it ironic that he bribed the little white boys to teach him to read? (English)
- What irony does Frederick find in this statement: "It is almost an unpardonable offence to teach slaves to read in this Christian country." (p. 54)? \*
- What did Frederick learn from the book "The Columbian Orator"?
- How does Master Auld's prediction about Frederick and learning come true?
- How does Frederick learn the meanings of the words abolition and abolitionist?
- What do the two Irishmen encourage him to do? Why does he not trust them?
- How does Frederick learn to write?
- How does he trick the white boys into teaching him new letters?

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

"Slavery soon proved its ability to divest her [Mrs. Auld] of these heavenly qualities. Under its influence, the tender heart became stone, and the lamblike disposition gave way to one of tiger-like fierceness" (pp.

52-53).

“The first step had been taken. Mistress, in teaching me the alphabet, had given me the inch, and no precaution could prevent me from taking the ell” (p. 53).

“I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out” (p. 55). (Education) \*

“White men have been known to encourage slaves to escape, and then, to get the reward, catch them and return them to their masters” (p. 57).

## **CHAPTER VIII**

Discussion of slaves as property; plight of old slaves; return to Baltimore.

**As you read the eighth chapter, answer the following questions:**

- Why was Frederick forced to return to the plantation after the death of his master?
- How was the value of the master’s property determined? How were the slaves valued?
- Why was the division of property between Mistress Lucretia and Master Andrew so horrifying to the slaves?
- What happened to Frederick’s grandmother after the deaths of Lucretia and Andrew? How does this anecdote help explain the value of slaves? How are slaves valued when compared to livestock? [The ironic comparison of slaves to livestock is a continuous theme of the narrative.]
- Who owns Frederick by the end of chapter eight?
- Why is Frederick forced to leave Baltimore?

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

“At this moment [valuation of the property], I saw more clearly than ever the brutalizing effects of slavery upon both slave and slaveholder” (p. 60).

“The hearth is desolate. The children, the unconscious children, who once sang and danced in her presence, are gone. She gropes her way, in the darkness of age, for a drink of water. Instead of the voices of her children, she hears by day the moans of the dove, and by night the screams of the hideous owl. All is gloom. The grave is at the door” (p. 62).

## **CHAPTER IX**

Moves to St. Michael’s, Maryland, with Master Thomas Auld; the irony of the Christian slaveholder is discussed.

**As you read the ninth chapter, answer the following questions:**

- Why does Frederick now know the date?
- Who is Frederick’s newest Master?
- What rule of slaveholding does Master Thomas Auld violate?
- How did the slaves get food?
- Why does Frederick say that “adopted slaveholders are the worst”?
- What, according to Frederick, happens to Master Thomas Auld after his conversion to Christianity? Why?
- Why does Frederick find irony in the fact that the slaves sabbath school is discontinued?
- Why does Frederick let Master Thomas’s horse run away?
- Again, Frederick compares the treatment of slaves to the treatment of horses. How?
- How does Master Thomas propose to ‘break’ Frederick?
- Why is the use of the verb ‘to break’ ironic? \*
- Why was Mr. Covey’s reputation for breaking slaves of great value to him?

-Why does Frederick suggest that Mr. Covey's "pious soul" (p.70) adds to "his reputation as a 'nigger-breaker'" (p. 70)? \*

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

"After his conversion, he found religious sanction and support for his slaveholding cruelty" (p. 67). [This is an important point that Frederick continues to make throughout the rest of the narrative.]

"He would quote this passage of Scripture—'He that knoweth his master's will, and doeth it not, shall be beaten with many stripes'" (p. 68).

"He resolved to put me out, as he said, to be broken" (p. 69).

"Master Thomas was one of the many pious slaveholders who hold slaves for the very charitable purpose of taking care of them" (p. 69). \*

## **CHAPTER X**

How a man is made a slave; a slave made a man.

**As you read the tenth chapter, answer the following questions:**

- Why does Mr. Covey whip Frederick?
- Why are the slaves so fearful of Mr. Covey? Why does their work go on in his absence?
- Why is it "never safe to stop a single minute" (p. 73)?
- What does Frederick mean by "Mr. Covey's forte consisted in his power to deceive" (p. 74)?
- Why does Mr. Covey buy a slave to use as a breeder?
- Why does he hire Mr. Samuel Harrison, a married man? What irony does Frederick find in this?
- How does Mr. Covey succeed in breaking Frederick?
- How does Frederick succeed in again becoming a man?
- Why does Frederick go to Master Thomas Auld?
- Why does he return to Covey? Who convinces him to do so? What does Sandy Jenkins suggest that Frederick do?
- How does Frederick win the fight with Mr. Covey?
- Why does Frederick contend that Mr. Covey does not turn him in?
- What would have happened to Frederick had Mr. Covey turned him in? \*
- Why is Frederick's battle with Mr. Covey "the turning-point in my career as a slave" (p. 82)?
- How are the holidays used to "disgust the slave with freedom" (p. 85)?
- Where does Frederick go after leaving Mr. Covey's on January 1, 1834?
- Who is his new master and how does he treat Frederick?
- Why does Frederick include the anecdotes about the two religious slave holders Mr. Hopkins and Mr. Weeden? What point is he attempting to make? \*
- Why and where does Frederick begin a Sabbath school? Why is it essential that the slaves tell no one about it?
- What would the slaveholders like the slaves to do on the sabbath? Why is this ironic?
- Why does Frederick decide to include the slaves in his Sabbath school in his plans to obtain his freedom? Why is this dangerous?
- Frederick makes the point that many slaves would "rather bear those ills we had, than fly to others, that we knew not of" (p. 93). How does this help explain why so few slaves escaped?
- How do the slaves plan to run away?
- What is the purpose of the "protections" written by Frederick?
- What happens to their plan, and how do the "protections" nearly cause their deaths?
- What happens to each of the slaves who attempted to run away?
- When Frederick returns to Baltimore, what does he do?
- Frederick again decides to fight when he is attacked. What happens to him? What does Master Hugh

attempt to do for Frederick?

-What must Frederick do with the wages he earns each week as a caulker? Why?

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

“I do verily believe that he sometimes deceived himself into the solemn belief, that he was a sincere worshipper of the most high God; and this, too, at a time when he may be said to have been guilty of compelling his woman slave to commit the sin of adultery” (p.74)

“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!” (p. 75).

“Those beautiful [sailing] vessels, robed in purest white, so delightful to the eye of freemen, were to me so many shrouded ghosts, to terrify and torment me with thought of my wretched condition” (p. 76) (English)

“You have seen how a man was made a slave; you shall see how a slave was made a man” (p. 77).

“He only can understand the deep satisfaction which I experienced, who has himself repelled by force the bloody arm of slavery” (p. 83). (English)

“I now resolved that, however long I might remain a slave in form, the day had passed forever when I could be a slave in fact” (p. 83) (English)

“The mode here adopted [is] to disgust the slave with freedom, by allowing him to see only the abuse of it” (p. 85). (Education) \*

“I assert most unhesitatingly, that the religion of the south is a mere covering for the most horrid crimes,-a justifier of the most appalling barbarity,-a sanctifier of the most hateful frauds,-and a dark shelter under, which the darkest, foulest, grossest, and most infernal deeds of slaveholders find the strongest protection” (p. 86).

“In coming to a fixed determination to run away, we did more than Patrick Henry, when he resolved upon liberty or death. With us it was a doubtful liberty at most, and almost certain death if we failed” (p. 93). (History)

“All at once, the white carpenters knocked off, and said they would not work with free colored workmen. Their reason for this, as alleged, was, that if free colored carpenters were encouraged, they would soon take the trade into their own hands and poor white men would be thrown out of employment” (p. 100). (History)

“I have observed this in my experience of slavery,-that whenever my condition was improved, instead of its increasing my contentment, it only increased my desire to be free, and set me to thinking of plans to gain my freedom. I have found that, to make a contented slave, it is necessary to make a thoughtless one” (p. 103). (Education) \*

## **CHAPTER XI**

Escape from slavery; becoming a free man; involvement in the anti-slavery movement.

**As you read the eleventh chapter, answer the following questions:**

-For what two reasons does Frederick tell us that he cannot relate the means of his escape?

-Why does he not approve of the underground railroad?

-What does Master Hugh do to attempt to encourage Frederick to continue to earn money? What effect does his encouragement have?

-What does Frederick ask of Master Thomas? What is he told?

- What arrangement does Frederick eventually make with Master Hugh? Why is this arrangement to Master Hugh's advantage? Why does Frederick agree to it?
- What does Master Hugh do when he discovers that Frederick has left town to find work?
- Why does Frederick decide to work hard despite the dissolution of their agreement?
- When and to where does Frederick run away?
- Why does he feel so lonely?
- Who helps Frederick in New York? How?
- How is it possible for Frederick and Anna to marry? Why is their marriage such an important event?
- Why does Mr. Ruggles suggest that Frederick not stay in New York and go to New Bedford, Massachusetts?
- Who helps Frederick and Anna in New Bedford? What does he do for them?
- Why did Frederick change his name so many times? Who chooses Douglass? Why?
- What had Douglass believed about life in the North? Was he correct? What does he find about life in the North?
- How were the wharves in New Bedford different from those in Baltimore?
- What conditions did he find for "colored people"?
- What does Douglass discover about prejudice against color in New Bedford?
- How does Douglass make a living when he can't find work as a caulker?
- How does Douglass become known to the "anti-slavery world"?
- Why is Douglass at first reluctant to speak out against slavery?

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

"I have never approved of the very public manner in which some of our western friends have conducted what they call the underground railroad, but which I think, by their open declarations, has been made most emphatically the upperground railroad" (p. 106). (History)

"He [Master Thomas, Frederick's owner] told me, if I would be happy, I must lay out no plans for the future. He said, if I behaved myself properly, he would take care of me. Indeed, he advised me to complete thoughtlessness of the future, and taught me to depend solely upon him for happiness" (p. 107). (Education)

"He [Master Hugh] received all the benefits of slaveholding without its evils; while I endured all the evils of a slave, and suffered all the care and anxiety of a freeman. I found it a hard bargain" (p. 108).

"My object in working steadily was to remove any suspicion he might entertain of my intent to run away; and in this I succeeded admirably" (p. 110).

"The motto which I adopted when I started from slavery was this- 'Trust no man!'" (p. 111).

"The name given me by my mother was, 'Frederick Augustus Washington Bailey.' I, however, had dispensed with the two middle names long before I left Maryland so that I was generally known by the name of 'Frederick Bailey.' I started from Baltimore bearing the name of 'Stanley.' When I got to New York, I again changed my name to 'Frederick Johnson,' and thought that would be the last change. But when I got to New Bedford, I found it necessary again to change my name. The reason of this necessity was, that there were so many Johnsons in New Bedford, it was already quite difficult to distinguish between them. I gave Mr. Johnson the privilege of choosing me a name" (p. 114).

"I had very strangely supposed, while in slavery, that few of the comforts, and scarcely any of the luxuries, of life were enjoyed at the north, compared with what were enjoyed by slaveholders of the south. I probably came to this conclusion from the fact that northern people owned no slaves. I supposed that they were about upon a level with the nonslaveholding population of the south. I knew they were exceedingly poor, and I had been accustomed to regard their poverty as the necessary consequence of their being non-slaveholders. I had somehow imbibed the opinion that, in the absence of slaves, there could be no wealth, and very little refinement" (p. 115).

“I found many [‘colored people’], who had not been seven years out of their chains, living in finer houses, and evidently enjoying more of the comforts of life, than the average of slaveholders in Maryland” (p. 116).

“I went in pursuit of a job of calking; but such was the strength of prejudice against color, among the white calkers, that they refused to work with, and of course I could get no employment” (p. 117-118).

“There was no work too hard-none too dirty. I was ready to saw wood, shovel coal, carry wood, sweep the chimney, or roll oil casks,-all of which I did for nearly three years in New Bedford, before I became known to the anti-slavery world” (p. 118). (Education)

“It [speaking publicly against slavery] was a severe cross, and I took it up reluctantly. The truth was, I felt myself a slave, and the idea of speaking to white people weighed me down. I spoke but a few moments, when I felt a degree of freedom and said what I desired with considerable ease” (p. 119).

## **APPENDIX**

Defense of his speaking out against the Christianity of slave holders.

**As you read the appendix, answer the following questions:**

- Why do you think Douglass added the appendix?
- What does he mean by “slaveholding religion”?
- Why does Douglass contend that the church turns the other cheek on the treatment of slaves?
- How does he compare the slaveholding Christians to the Pharisees and ancient scribes?
- How does he criticize the church of the north?

**Choose one of the following quotations and write a brief explanation of why you think this is important to what you have read as a whole.**

“Between the Christianity of this land, and the Christianity of Christ, I recognized the widest possible difference-so wide, that to receive the one as good, pure, and holy, is of necessity to reject the other as bad, corrupt, and wicked. To be the friend of the one, is of necessity to be the enemy of the other. I love the pure, peaceable, and impartial Christianity of Christ: I therefore hate the corrupt, slaveholding, women-whipping, cradle-plundering, partial and hypocritical Christianity of this land” (p. 120).

“The slave prison and the church stand near each other. The clanking of fetters and the rattling of chains in the prison, and the pious psalm and solemn prayer in the church, may be heard at the same time” (p. 121).

“The dealer gives his blood-stained gold to support the pulpit, and the pulpit, in return, covers his infernal business with the garb of Christianity” (p. 121).

“They would be shocked at the proposition of fellowshiping a sheep-stealer; and at the same time they hug to their communion a man-stealer” (p. 123).

“They attend with Pharisaical strictness to the outward forms of religion, and at the same time neglect the weightier matters of law, judgment, mercy, and faith” (p. 123).

“They are they who are represented as professing to love God whom they have not seen, whilst they hate their brother whom they have seen” (p. 123).

“They love the heathen on the other side of the globe. They can pray for him, pay money to have the Bible put into his hand, and missionaries to instruct him; while they despise and totally neglect the heathen at their own doors” (p. 123).