Up from Slavery

Chester County Historical Society, West Chester, PA.
Preparing to Read

from Narrative of the Life of Frederick Douglass

by Frederick Douglass

LITERARY SKILLS FOCUS: DICTION

Diction is a writer’s or speaker’s choice of words. Writers and speakers choose diction to suit their subject, purpose, and audience. Diction can be formal, informal, fancy, plain, and so on. In this reading, Douglass provides us with a vivid account of an incident that occurred when he was a boy. For the most part, his words are ordinary, common words that are clear, effective, and precise.

READING SKILLS FOCUS: ANALYZING AUTHOR’S PURPOSE

An author’s purpose is his or her main reason for creating a work of writing. Frederick Douglass clearly states his purpose for writing this piece in the first paragraph of this selection. Douglass uses several different styles of writing—descriptive, narrative, expositive (explanatory), and persuasive—to better communicate his purpose. For example, he uses narration to tell us about a series of related events, and he uses descriptive language to help us imagine his pain.

As you read, examine the styles of writing Douglass uses to accomplish his purpose. The chart below provides an example of determining why Douglass’s writing is persuasive.

<table>
<thead>
<tr>
<th>Passage</th>
<th>Why it’s persuasive</th>
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<tbody>
<tr>
<td>“. . . I broke down; my strength failed me; I was seized with a violent aching of the head, attended with extreme dizziness; I trembled in every limb. Finding what was coming, I nerved myself up, feeling it would never do to stop work.”</td>
<td>It uses both description and narration to show the total powerlessness that characterized slaves’ lives.</td>
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Reading Standard 3.3

Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

from Narrative of the Life of Frederick Douglass
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SELECTION VOCABULARY

epoch (EHP uHk) n.: noteworthy period of time.
   *The circumstances leading to Douglass’s victory over Covey form an epoch in Douglass’s history.*

comply (kuhm PLY) v.: obey; agree to a request or command.
   *Douglass refused to comply with Mr. Covey’s command.*

subjected (suHB JEHKT IHd) v.: made to experience some action or treatment.
   *Douglass had been subjected to a brutal physical assault.*

interpose (ihN tuHR POHZ) v.: put forth in order to interfere.
   *Thomas was asked to interpose his authority in order to protect Douglass from Covey.*

gratification (grat uh FUUH KAY SHUHN) n.: satisfaction; delight.
   *Douglass’s victory gave him increased self-confidence and a sense of gratification.*

WORD STUDY

DIRECTIONS: Write the selection vocabulary word that is a synonym of each word listed below. Remember that a synonym is a word with the same or nearly the same definition as another word.

1. fulfillment ___________________________
2. interject _____________________________
3. era _________________________________
4. acquiesce ___________________________
5. exposed _______________________________
The Battle with Mr. Covey

I have already intimated that my condition was much worse, during the first six months of my stay at Mr. Covey's, than in the last six. The circumstances leading to the change in Mr. Covey's course toward me form an epoch in my humble history. You have seen how a man was made a slave; you shall see how a slave was made a man. On one of the hottest days of the month of August, 1833, Bill Smith, William Hughes, a slave named Eli, and myself, were engaged in fanning wheat. Hughes was clearing the fanned wheat from before the fan, Eli was turning, Smith was feeding, and I was carrying wheat to the fan. The work was simple, requiring strength rather than intellect; yet, to one entirely unused to such work, it came very hard.

About three o'clock of that day, I broke down; my strength failed me; I was seized with a violent aching of the head, attended with extreme dizziness; I trembled in every limb. Finding what was coming, I nerved myself up, feeling it would never do to stop work. I stood as long as I could stagger to the hopper with grain.

1. fanning wheat: separating out usable grain.
When I could stand no longer, I fell, and felt as if held down by an immense weight. The fan of course stopped; everyone had his own work to do; and no one could do the work of the other, and have his own go on at the same time.

Mr. Covey was at the house, about one hundred yards from the treading yard where we were fanning. A On hearing the fan stop, he left immediately, and came to the spot where we were. He hastily inquired what the matter was. Bill answered that I was sick, and there was no one to bring wheat to the fan. I had by this time crawled away under the side of the post-and-rail fence by which the yard was enclosed, hoping to find relief by getting out of the sun. He then asked where I was. He was told by one of the hands. B

He came to the spot, and, after looking at me awhile, asked me what was the matter. I told him as well as I could, for I scarce had strength to speak. He then gave me a savage kick in the side, and told me to get up. I tried to do so, but fell back in the attempt. He gave me another kick, and again told me to rise. I again tried, and succeeded in gaining my feet; but, stooping to get the tub with which I was feeding the fan, I again staggered and fell. While down in this situation, Mr. Covey took up the hickory slat with which Hughes had been striking off the half-bushel measure, and with it gave me a heavy blow upon the head, making a large wound, and the blood ran freely; and with this again told me to get up. I made no effort to comply, having now made up my mind to let him do his worst. In a short time after receiving this blow, my head grew better. Mr. Covey had now left me to my fate. C

At this moment I resolved, for the first time, to go to my master, enter a complaint, and ask his protection. In order to [do] this, I must that afternoon walk seven miles; and this, under the circumstances, was truly a severe undertaking. I was exceedingly feeble; made so as much by the kicks and blows which I received, as by the severe fit of sickness to which I had been subjected. I, however, watched my chance, while Covey was looking in an opposite direction, and started for St. Michael’s. I succeeded
in getting a considerable distance on my way to the woods, when Covey discovered me, and called after me to come back, threatening what he would do if I did not come. I disregarded both his calls and his threats, and made my way to the woods as fast as my feeble state would allow; and thinking I might be overhauled by him if I kept the road, I walked through the woods, keeping far enough from the road to avoid detection, and near enough to prevent losing my way. D

I had not gone far before my little strength again failed me. I could go no farther. I fell down, and lay for a considerable time. The blood was yet oozing from the wound on my head. For a time I thought I should bleed to death; and think now that I should have done so, but that the blood so matted my hair as to stop the wound. After lying there about three quarters of an hour, I nerved myself up again, and started on my way, through bogs and briers, barefooted and bareheaded, tearing my feet sometimes at nearly every step; and after a journey of about seven miles, occupying some five hours to perform it, I arrived at master’s store. I then presented an appearance enough to affect any but a heart of iron. From the crown of my head to my feet, I was covered with blood. My hair was all clotted with dust and blood; my shirt was stiff with blood. My legs and feet were torn in sundry places with briers and thorns, and were also covered with blood. I suppose I looked like a man who had escaped a den of wild beasts, and barely escaped them. E

In this state I appeared before my master, humbly entreat ing him to interpose his authority for my protection. I told him all the circumstances as well as I could, and it seemed, as I spoke, at times to affect him. He would then walk the floor, and seek to justify Covey by saying he expected I deserved it. He asked me what I wanted. I told him, to let me get a new home; that as sure as I lived with Mr. Covey again, I should live with but to die with him; that Covey would surely kill me; he was in a fair way for it. F Master Thomas ridiculed the idea that there was any danger of Mr. Covey’s killing me, and said that he knew Mr. Covey; that he was a good man, and that he could not think of taking me
from him; that, should he do so, he would lose the whole year’s wages; that I belonged to Mr. Covey for one year, and that I must go back to him, come what might; and that I must not trouble him with any more stories, or that he would himself get hold of me. After threatening me thus, he gave me a very large dose of salts, telling me that I might remain in St. Michael’s that night (it being quite late), but that I must be off back to Mr. Covey’s early in the morning; and that if I did not, he would get hold of me, which meant that he would whip me.

I remained all night, and, according to his orders, I started off to Covey’s in the morning (Saturday morning), wearied in body and broken in spirit. I got no supper that night, or breakfast that morning. I reached Covey’s about nine o’clock; and just as I was getting over the fence that divided Mrs. Kemp’s fields from ours, out ran Covey with his cowskin, to give me another whipping. Before he could reach me, I succeeded in getting to the cornfield; and as the corn was very high, it afforded me the means of hiding. He seemed very angry, and searched for me a long time. My behavior was altogether unaccountable. He finally gave up the chase, thinking, I suppose, that I must come home for something to eat; he would give himself no further trouble in looking for me. I spent that day mostly in the woods, having the alternative before me—to go home and be whipped to death, or stay in the woods and be starved to death. A

That night, I fell in with Sandy Jenkins, a slave with whom I was somewhat acquainted. Sandy had a free wife who lived about four miles from Mr. Covey’s; and it being Saturday, he was on his way to see her. I told him my circumstances, and he very kindly invited me to go home with him. B I went home with him, and talked this whole matter over, and got his advice as to what course it was best for me to pursue. I found Sandy an old advisor.² He told me, with great solemnity, I must go back to Covey; but that before I went, I must go with him into another part of the woods, where there was a certain root, which, if I

2. an old advisor: someone who can offer good advice.
would take some of it with me, carrying it *always on my right side*, would render it impossible for Mr. Covey, or any other white man, to whip me. He said he had carried it for years; and since he had done so, he had never received a blow, and never expected to while he carried it. I at first rejected the idea, that the simple carrying of a root in my pocket would have any such effect as he had said, and was not disposed to take it; but Sandy impressed the necessity with much earnestness, telling me it could do no harm, if it did no good. To please him, I at length took the root, and, according to his direction, carried it upon my right side. This was Sunday morning.

I immediately started for home; and upon entering the yard gate, out came Mr. Covey on his way to meeting. He spoke to me very kindly, made me drive the pigs from a lot nearby, and passed on toward the church. Now, this singular conduct of Mr. Covey really made me begin to think that there was something in the root which Sandy had given me; and had it been on any other day than Sunday, I could have attributed the conduct to no other cause than the influence of that root; and as it was, I was half inclined to think the root to be something more than I at first had taken it to be. All went well till Monday morning. On this morning, the virtue of the root was fully tested.

Long before daylight, I was called to go and rub, curry, and feed the horses. I obeyed, and was glad to obey. But while thus engaged, while in the act of throwing down some blades from the loft, Mr. Covey entered the stable with a long rope; and just as I was half out of the loft, he caught hold of my legs, and was about tying me. As soon as I found what he was up to, I gave a sudden spring, and as I did so, he holding to my legs, I was brought sprawling on the stable floor. Mr. Covey seemed now to think he had me, and could do what he pleased; but at this moment—from whence came the spirit I don't know—I resolved to fight; and, suiting my action to the resolution, I seized Covey hard by the throat; and as I did so, I rose. He held on to me, and I to him. My resistance was so entirely unexpected, that Covey...
seemed taken all aback. He trembled like a leaf. A This gave me assurance, and I held him uneasy, causing the blood to run where I touched him with the ends of my fingers. Mr. Covey soon called out to Hughes for help. Hughes came, and, while Covey held me, attempted to tie my right hand. While he was in the act of doing so, I watched my chance, and gave him a heavy kick close under the ribs. This kick fairly sickened Hughes, so that he left me in the hands of Mr. Covey.

This kick had the effect of not only weakening Hughes, but Covey also. When he saw Hughes bending over with pain, his courage quailed.³ He asked me if I meant to persist in my resistance. I told him I did, come what might; that he had used me like a brute for six months, and that I was determined to

³. quailed: faltered.
be used so no longer. With that, he strove to drag me to a stick that was lying just out of the stable door. He meant to knock me down. But just as he was leaning over to get the stick, I seized him with both hands by his collar, and brought him by a sudden snatch to the ground. By this time, Bill came. Covey called upon him for assistance. Bill wanted to know what he could do. Covey said, “Take hold of him, take hold of him!” Bill said his master hired him out to work, and not to help to whip me; so he left Covey and myself to fight our own battle out. We were at it for nearly two hours. Covey at length let me go, puffing and blowing at a great rate, saying that if I had not resisted, he would not have whipped me half so much. The truth was, that he had not whipped me at all. I considered him as getting entirely the worst end of the bargain; for he had drawn no blood from me, but I had from him. The whole six months afterward, that I spent with Mr. Covey, he never laid the weight of his finger upon me in anger. He would occasionally say, he didn’t want to get hold of me again. “No,” thought I, “you need not; for you will come off worse than you did before.”

This battle with Mr. Covey was the turning point in my career as a slave. It rekindled the few expiring embers of freedom, and revived within me a sense of my own manhood. It recalled the departed self-confidence, and inspired me again with a determination to be free. The gratification afforded by the triumph was a full compensation for whatever else might follow, even death itself. He only can understand the deep satisfaction which I experienced, who has himself repelled by force the bloody arm of slavery. I felt as I never felt before. It was a glorious resurrection, from the tomb of slavery, to the heaven of freedom. My long-crushed spirit rose, cowardice departed, bold defiance took its place; and 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.
Applying Your Skills

from Narrative of the Life of Frederick Douglass

VOCABULARY DEVELOPMENT

DIRECTIONS: Complete each sentence with the correct vocabulary word from the Word Box. One word will not be used.

Word Box
epoch comply subjected interpose gratification

1. This selection describes an important ______________ in Douglass’s life.
2. Douglass asked Thomas to ______________ his authority to protect him from Covey.
3. Douglass was resistant to ______________ with Covey’s orders.
4. Fighting Covey gave Douglass a great sense of ______________.

LITERARY SKILLS FOCUS: DICTION

DIRECTIONS: Answer the following questions about diction based on this selection from “Narrative of the Life of Frederick Douglass”:

1. Douglass’s diction can best be described as
   a. poor and confusing.
   b. conversational and effective.
   c. weak and undescriptive.
   d. fancy and formal.

2. The main component of diction is
   a. sentence structure.
   b. spelling.
   c. word choice.
   d. grammar.

READING SKILLS FOCUS: ANALYZING AUTHOR’S PURPOSE

DIRECTIONS: This selection is an excerpt, or passage, from “Narrative of the Life of Frederick Douglass.” The larger purpose of the full book is to persuade readers of the inhumanity of slavery. Select a piece from this selection that you think successfully achieves this purpose. Provide its line numbers, and briefly explain why it is successful.

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________