



NOW READ THE EXCERPTS FROM *Narrative of the Life of Frederick Douglass*.

**In Chapter 4**, describe and respond to the slaves' experiences of being "powerless".

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**In Chapter 6** Douglass explains how it was possible for the white slave owners to prevent the slaves from rising out of their situation. Explain the key step the white slave owners used to prevent the slaves from gaining the power to change things. \_\_\_\_\_

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What did Frederick Douglass become determined to do to change his life? \_\_\_\_\_

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## **From *Narrative of the Life of Frederick Douglass* 1845 (AUTOBIOGRAPHY)**

**Chapter 4** I speak advisedly when I say this,—that killing a slave, or any colored person, in Talbot county, Maryland, is not treated as a crime, either by the courts or the community. Mr. Thomas Lanman, of St. Michael's, killed two slaves, one of whom he killed with a hatchet, by knocking his brains out. He used to boast of the commission of the awful and bloody deed. I have heard him do so laughingly, saying, among other things, that he was the only benefactor of his country in the company, and that when others would do as much as he had done, we should be relieved of “the d—d niggers.”

The wife of Mr. Giles Hicks, living but a short distance from where I used to live, murdered my wife's cousin, a young girl between fifteen and sixteen years of age, mangling her person in the most horrible manner, breaking her nose and breastbone with a stick, so that the poor girl expired in a few hours afterward. She was immediately buried, but had not been in her untimely grave but a few hours before she was taken up and examined by the coroner, who decided that she had come to her death by severe beating. The offence for which this girl was thus murdered was this:—She had been set that night to mind Mrs. Hicks's baby, and during the night she fell asleep, and the baby cried. She, having lost her rest for several nights previous, did not hear the crying. They were both in the room with Mrs. Hicks. Mrs. Hicks, finding the girl slow to move, jumped from her bed, seized an oak stick of wood by the fireplace, and with it broke the girl's nose and breastbone, and thus ended her life. I will not say that this most horrid murder produced no sensation in the community. It did produce sensation, but not enough to bring the murderess to punishment. There was a warrant issued for her arrest, but it was never served. Thus she escaped not only punishment, but even the pain of being arraigned before a court for her horrid crime.

**Chapter 6** Very soon after I went to live with Mr. and Mrs. Auld, she very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read. To use his own words, further, he said, “If you give a nigger an inch, he will take an ell. A nigger should know nothing but to obey his master—to do as he is told to do. Learning would spoil the best nigger in the world. Now,” said he, “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. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy.” These words sank deep into my heart, stirred up sentiments within that lay slumbering, and called into existence an entirely new train of thought. It was a new and special revelation, explaining dark and mysterious things, with which my youthful understanding had struggled, but struggled in vain. 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. ... I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read.