

from NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, AN AMERICAN SLAVE

## Selection Test BC

### Comprehension

Read each of the following questions. Then choose the letter of the best answer. (6 points each)

1. Frederick Douglass uses poetic language in his writing style to compare himself to a country boy in a city when he describes his
  - A. melancholy at leaving Master Thomas
  - B. awkwardness on Mr. Covey's farm
  - C. strength when handling oxen
  - D. familiarity with big cities
2. Which factual detail best illustrates that Douglass's purpose is to persuade readers to view slavery with distaste?
  - A. being beaten for breaking a gate
  - B. referring to Mr. Covey as "the snake"
  - C. gathering wood on a cold winter morning
  - D. driving untamed oxen through the woods
3. What does the following sentence convey about Mr. Covey?
 

"The longest days were too short for him, and the shortest nights too long for him."

  - A. He was easily confused.
  - B. He liked the nighttime.
  - C. He was obsessed with work.
  - D. He liked to sleep during the day.
4. What is Douglass referring to in the following sentence? "You have seen how a man was made a slave; you shall see how a slave was made a man."
  - A. Douglass's long journey to freedom in the North
  - B. the legal process that made Douglass a free man
  - C. Douglass's walk to ask Master Thomas for help
  - D. Douglass's liberating fight with Mr. Covey
5. What does Douglass hope will convince Master Thomas to let him leave Mr. Covey's farm?
  - A. the long work hours
  - B. his own bloody state
  - C. Mr. Covey's loud threats
  - D. Mr. Covey's sneakiness
6. Master Thomas's response to Douglass illustrates that slavery was in part based on
  - A. regional religious beliefs
  - B. a fear of slave rebellion
  - C. the requirements of farming
  - D. the slave owners' greed
7. Douglass most likely alters his style and italicizes the phrase "get hold of me" to imply that Master Thomas
  - A. will give Douglass a punishment worse than any Mr. Covey can give him
  - B. speaks with an accent that is difficult for Douglass to understand
  - C. wants Douglass to repeat what he is saying to Mr. Covey
  - D. thinks that Douglass cannot understand what he is saying
8. Douglass carried the root that Sandy gave him to
  - A. remember Sandy and his wife
  - B. eat on his journey home
  - C. protect himself from Mr. Covey
  - D. feed to the oxen at the plantation

## SELECTION TEST B/C, CONTINUED

9. Douglass most likely includes descriptions of being beaten and bloodied for the purpose of
- A. illustrating Master Thomas’s cruelty
  - B. engaging the emotions of his readers
  - C. adding excitement to his narrative
  - D. expressing self-pity for his plight
10. What is one way that Douglass establishes his credibility?
- A. He provides factual details about slave labor.
  - B. He identifies the slave owners by name.
  - C. He complains about the beatings he receives.
  - D. He describes his friendship with Sandy.

## Written Response

**Short Response** On a separate sheet of paper, answer the following questions based on your knowledge of the slave narrative. (10 points each)

11. How does the following statement illustrate Douglass’s purpose of winning readers’ sympathies for people who have been enslaved? “I spent the 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.”
12. Why did Mr. Covey speak nicely to Douglass after Douglass returned?

**Extended Response** Answer one of the following questions based on your knowledge of the slave narrative. Write one or two paragraphs on a separate sheet of paper. (20 points)

13. In what way is Mr. Covey a “slave” in this excerpt? Support your answer with examples from the text.
14. **Challenge** Based on this slave narrative, what life lessons did Douglass learn? Use examples from the text to support your response.