

from *Of Plymouth Plantation*

Chronicle by William Bradford

NOTABLE QUOTE

"The difficulties were many, but not invincible."

FYI

Did you know that William Bradford...

- lost his first wife to drowning shortly after the *Mayflower* landed?
- sold one of his farms to help pay Plymouth Colony's debts?
- was elected governor of Plymouth 30 times?

AuthorOnline

For more on William Bradford, visit the Literature Center at ClassZone.com.



William Bradford

c. 1590–1657

Long before there were holiday legends of Pilgrims and Indians, a group of English Puritans set off to create a new, pure society in the North American wilderness. Their leader was William Bradford.

Early Rebel Born into a time of religious upheaval in England, Bradford joined the crusade for religious reform at age 12. He was inspired by the ideals of the Puritans, a Protestant religious group that wanted to purify the Church of England and create simpler, more democratic ways to worship. By 17, Bradford had joined the radical Puritans known as Separatists, who called for a total break with the official church.

Not surprisingly, the Separatists clashed with the king of England, who also headed the church. Emigration to North America offered the hope of freedom, and Bradford helped plan and finance the voyage across the Atlantic. In 1620, Bradford and his wife, Dorothy, left behind their four-year-old son to join nearly 40 other Separatists

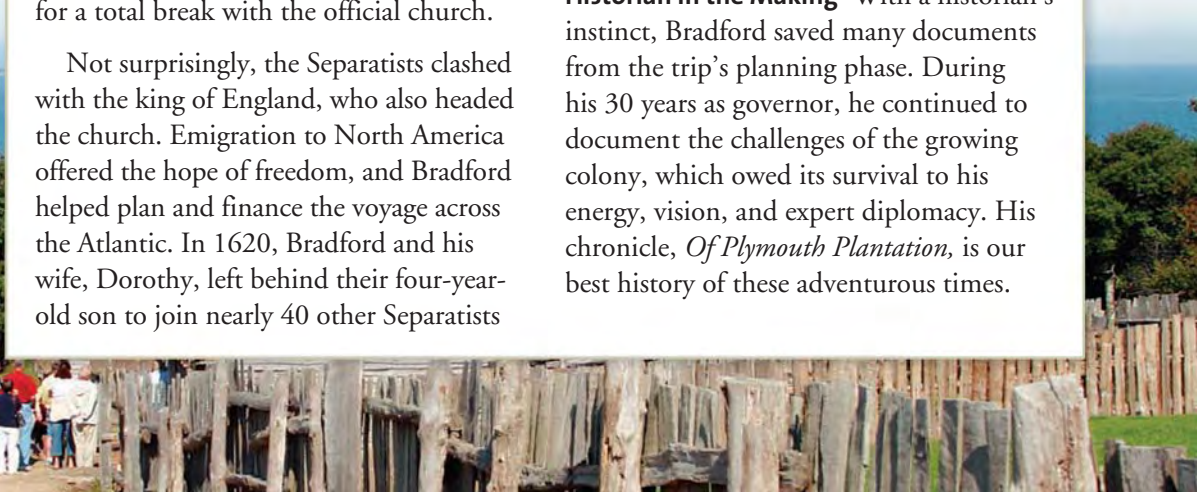
on the ship *Mayflower*. Facing the journey with typical resolve, Bradford described the group as "pilgrims," or religious wanderers, the name we use for them today.

A Natural Leader Although the Pilgrims initiated the voyage, they made up fewer than half of the ship's 102 passengers. During the long, difficult journey, disagreements broke out among the group, and Bradford took decisive action. He helped craft the Mayflower Compact, often called the first U.S. Constitution. Signed by the 41 men on board, the compact was an agreement to work together for the good of the entire group. And they kept their promise. In April 1621, when the *Mayflower* returned to England, not one colonist left Plymouth Colony—a tribute to Bradford's sound leadership.

Bradford was also effective in forging alliances with local Native American tribes such as the Wampanoag (wām'pə-nō'äg), a union of tribes led by Massasoit (mäs'ə-soit'). The Wampanoag, who had lost 80 percent of their people to smallpox shortly before the Pilgrims' arrival, faced their own struggle to survive. Out of mutual need, Bradford and Massasoit created a strong alliance that lasted throughout their lifetimes.

Historian in the Making With a historian's instinct, Bradford saved many documents from the trip's planning phase. During his 30 years as governor, he continued to document the challenges of the growing colony, which owed its survival to his energy, vision, and expert diplomacy. His chronicle, *Of Plymouth Plantation*, is our best history of these adventurous times.

Plymouth Plantation today



LITERARY ANALYSIS: CULTURAL CHARACTERISTICS

Many texts, especially those about community life, reflect the **cultural characteristics** of the communities they describe, such as their shared beliefs, values, and goals. *Of Plymouth Plantation* is a record of the Pilgrims' efforts to create a model Puritan society. In it, William Bradford describes the outcome of an Indian attack.

Thus it pleased God to vanquish their enemies and give them deliverance; and by His special providence so to dispose that not any one of them were either hurt or hit. . . .

Bradford's description makes it clear that the Pilgrims see the victory as a gift from God. As you read, consider what else Bradford's descriptions and sometimes subtle word choice reveal about Puritan ideals.

READING STRATEGY: SUMMARIZE

When you **summarize**, you restate the **main ideas** and the most important **details** of what you read. This process will help you sift through Bradford's long, complex sentences for key information.

This excerpt from *Of Plymouth Plantation* has five sections. As you read each section, record

- the date or time of year events occur
- a one- or two-sentence summary of the section

Section: Their Safe Arrival at Cape Cod

Time of Year:

Summary:

VOCABULARY IN CONTEXT

The following boldfaced words help tell the story of the founding of Plymouth Colony. Use context clues to guess the meaning of each word, then write a brief definition.

1. found **solace** in the peaceful woodland setting
2. her survival was an act of **providence**
3. will **tender** her resignation in a letter
4. chose a **rendezvous** convenient for everyone
5. tried to **procure** enough food for the family
6. an illness **feigned** in order to avoid work

Explore the Key Idea

When does HARDSHIP unite us?

KEY IDEA Hard times can bring people together or tear them apart. For example, in a blackout after a serious storm, people could respond by sharing supplies or by stealing what they need from unprotected homes. When does facing **hardship** become a source of strength and unity rather than one of distrust and division?

DISCUSS Working with a small group, list events you know from history or from the news that imposed great hardships on a community. Compare situations that had a unifying effect with those that divided the community. Identify factors that may account for the different responses.



of Plymouth Plantation

William Bradford

BACKGROUND By the time the Pilgrims landed at Cape Cod, the local Native American tribes had had 100 years of contact and conflict with European explorers. Squanto, who became the Pilgrims' interpreter, had learned English when he was kidnapped by an English expedition in 1605. The Nauset Indians, who attacked the Pilgrims shortly after their arrival, had survived years of skirmishes with English explorers, including a 1609 battle with John Smith of Jamestown fame. Keep these events in mind as you read Bradford's account.

Their Safe Arrival at Cape Cod

But to omit other things (that I may be brief) after long beating at sea they¹ fell with that land which is called Cape Cod; the which being made and certainly known to be it, they were not a little joyful. . . .

Being thus arrived in a good harbor, and brought safe to land, they fell upon their knees and blessed the God of Heaven who had brought them over the vast and furious ocean, and delivered them from all the perils and miseries thereof, again to set their feet on the firm and stable earth, their proper element. . . . **A**

But here I cannot but stay and make a pause, and stand half amazed at this poor people's present condition; and so I think will the reader, too, when he
10 well considers the same. Being thus passed the vast ocean, and a sea of troubles before in their preparation (as may be remembered by that which went before), they had now no friends to welcome them nor inns to entertain or refresh their weatherbeaten bodies; no houses or much less towns to repair to, to seek for

ANALYZE VISUALS

Describe the landscape that awaits the travellers. What emotional response might they have had to this sight?

A CULTURAL CHARACTERISTICS

Reread lines 4–7. What does this paragraph reveal about the way Puritans viewed God?

1. **they:** Bradford refers to the Pilgrims in the third person, even though he is one of them.

The Landing of the Pilgrims
(1803–1806), Michael Felice Corne.
Tempera on canvas. Pilgrim Hall
Museum. Plymouth, Massachusetts.



succor.² It is recorded in Scripture as a mercy to the Apostle and his shipwrecked company, that the barbarians showed them no small kindness in refreshing them,³ but these savage barbarians, when they met with them (as after will appear) were readier to fill their sides full of arrows than otherwise. And for the season it was winter, and they that know the winters of that country know them to be sharp and violent, and subject to cruel and fierce storms, dangerous to travel to known
 20 places, much more to search an unknown coast. Besides, what could they see but a hideous and desolate wilderness, full of wild beasts and wild men—and what multitudes there might be of them they knew not. Neither could they, as it were, go up to the top of Pisgah⁴ to view from this wilderness a more goodly country to feed their hopes; for which way soever they turned their eyes (save upward to the heavens) they could have little **solace** or content in respect of any outward objects. For summer being done, all things stand upon them with a weatherbeaten face, and the whole country, full of woods and thickets, represented a wild and savage hue. If they looked behind them, there was the mighty ocean which they had passed and was now as a main bar and gulf to separate them from all the civil
 30 parts of the world. . . . **B**

solace (sŏl'is) *n.* comfort in sorrow or distress

B SUMMARIZE

Reread lines 16–30. What challenges confronted the colonists when they arrived at Cape Cod?

2. **to seek for succor:** to look for help or relief.
3. **It is . . . refreshing them:** a reference to the Biblical account of the courteous reception given to Paul ("the Apostle") and his companions by the inhabitants of Malta (Acts 27:41–28:2).
4. **Pisgah:** the mountain from whose peak Moses saw the Promised Land (Deuteronomy 34:1–4).



The First Winter of the Pilgrims in Massachusetts, 1620 (1800s). Colored engraving. The Granger Collection, New York.

The First Encounter

Being thus arrived at Cape Cod the 11th of November, and necessity calling them to look out a place for habitation (as well as the master's and mariners' importunity); they having brought a large shallop⁵ with them out of England, stowed in quarters in the ship, they now got her out and set their carpenters to work to trim her up; but being much bruised and shattered in the ship with foul weather, they saw she would be long in mending. Whereupon a few of them **tendered** themselves to go by land and discover those nearest places, whilst the shallop was in mending; . . .

tender (tĕn' dər) *v.* to offer formally

After this, the shallop being got ready, they set out again for the better discovery
40 of this place, and the master of the ship desired to go himself. So there went some thirty men but found it to be no harbor for ships but only for boats. There was also found two of their [the Indians'] houses covered with mats, and sundry of their implements in them, but the people were run away and could not be seen. Also there was found more of their corn and of their beans of various colors; the corn and beans they [the English] brought away, purposing to give them [the Indians] full satisfaction when they should meet with any of them as, about some six months afterward they did, to their good content.⁶

And here is to be noted a special **providence** of God, and a great mercy to this poor people, that here they got seed to plant them corn the next year, or else they
50 might have starved, for they had none nor any likelihood to get any till the season had been past, as the sequel did manifest.⁷ Neither is it likely they had had this, if the first voyage had not been made, for the ground was now all covered with snow and hard frozen; but the Lord is never wanting unto His in their greatest needs; let His holy name have all the praise. **C**

providence (prŏv'ĭ-dĕns)
n. an instance of divine care

The month of November being spent in these affairs, and much foul weather falling in, the 6th of December they sent out their shallop again with ten of their principal men and some seamen, upon further discovery, intending to circulate that deep bay of Cape Cod. The weather was very cold and it froze so hard as the spray of the sea lighting on their coats, they were as if they had been
60 glazed. . . . [The next night they landed and] made them a barricado⁸ as usually they did every night, with logs, stakes, and thick pine boughs, the height of a man, leaving it open to leeward,⁹ partly to shelter them from the cold and wind (making their fire in the middle and lying round about it) and partly to defend them from any sudden assaults of the savages, if they should surround them; so being very weary, they betook them to rest. But about midnight they heard a hideous and great cry, and their sentinel called "Arm! arm!" So they bestirred them and stood to their arms and shot off a couple of muskets, and then the noise

C CULTURAL CHARACTERISTICS

Reread lines 48–54. What belief helps Bradford justify taking the corn?

5. **shallop** (shāl'əp): an open boat usually used in shallow waters.

6. **purposing . . . content**: intending to repay the Nauset Indians for the corn and beans they took, as they in fact did, to the Indians' satisfaction, six months later.

7. **as the sequel did manifest**: as the events that followed proved to be the case.

8. **barricado** (bărr'ĭ-kă'dŏ): a barrier for defense.

9. **to leeward**: on the side sheltered from the wind.

ceased. They concluded it was a company of wolves or such like wild beasts, for one of the seamen told them he had often heard such a noise in Newfoundland.

70 So they rested till about five of the clock in the morning; for the tide, and their purpose to go from thence, made them be stirring betimes. So after prayer they prepared for breakfast, and it being day dawning it was thought best to be carrying things down to the boat. But some said it was not best to carry the arms down, others said they would be the readier, for they had lapped them up in their coats from the dew; but some three or four would not carry theirs till they went themselves. Yet as it fell out, the water being not high enough, they laid them down on the bank side and came up to breakfast.

But presently, all on the sudden, they heard a great and strange cry, which they knew to be the same voices they heard in the night, though they varied
80 their notes; and one of their company being abroad came running in and cried, “Men, Indians! Indians!” And withal, their arrows came flying amongst them. Their men ran with all speed to recover their arms, as by the good providence of God they did. In the meantime, of those that were there ready, two muskets were discharged at them, and two more stood ready in the entrance of their **rendezvous** but were commanded not to shoot till they could take full aim at them. And the other two charged again with all speed, for there were only four had arms there, and defended the barricado, which was first assaulted. The cry of the Indians was dreadful, especially when they [the Indians] saw their men [the English] run out of the rendezvous toward the shallop to recover their arms, the Indians wheeling
90 about upon them. But some running out with coats of mail on, and cutlasses in their hands, they [the English] soon got their arms and let fly amongst them [the Indians] and quickly stopped their violence. . . .

rendezvous (răn'dā-vōō) *n.*
a gathering place

Thus it pleased God to vanquish their enemies and give them deliverance; and by His special providence so to dispose that not any one of them were either hurt or hit, though their arrows came close by them and on every side [of] them; and sundry of their coats, which hung up in the barricado, were shot through and through. Afterwards they gave God solemn thanks and praise for their deliverance, and gathered up a bundle of their arrows and sent them into England afterward by the master of the ship, and called that place the First Encounter. . . .

The Starving Time

100 But that which was most sad and lamentable was, that in two or three months' time half of their company died, especially in January and February, being the depth of winter, and wanting houses and other comforts; being infected with the scurvy¹⁰ and other diseases which this long voyage and their inaccommodate condition had brought upon them. So as there died some times two or three of a day in the foresaid time, that of 100 and odd persons, scarce fifty remained. And of these, in the time of most distress, there was but six or seven sound persons who to their great commendations, be it spoken, spared no pains night nor day, but with abundance of toil and hazard of their own health fetched them wood, made them fires, dressed them meat, made their beds, washed their loathsome clothes,

10. **scurvy** (skûr'vê): a disease caused by lack of vitamin C.



The First Thanksgiving (1914), Jennie Augusta Brownscombe. © Burstein Collection/Corbis.

110 clothed and unclothed them. . . . In a word, did all the homely and necessary offices for them which dainty and queasy stomachs cannot endure to hear named; and all this willingly and cheerfully, without any grudging in the least, showing herein their true love unto their friends and brethren; a rare example and worthy to be remembered. Two of these seven were Mr. William Brewster, their reverend Elder, and Myles Standish, their Captain and military commander, unto whom myself and many others were much beholden in our low and sick condition. And yet the Lord so upheld these persons as in this general calamity they were not at all infected either with sickness or lameness. . . . **D**

Indian Relations

120 All this while the Indians came skulking about them, and would sometimes show themselves aloof off, but when any approached near them, they would run away; and once they [the Indians] stole away their [the colonists'] tools where they had been at work and were gone to dinner. But about the 16th of March, a certain Indian came boldly amongst them and spoke to them in broken English, which they could well understand but marveled at it. At length they understood by discourse with him, that he was not of these parts, but belonged to the eastern parts where some English ships came to fish, with whom he was acquainted and could name sundry of them by their names, amongst whom he had got his language. He became profitable to them in acquainting them with many things concerning the state of the country in the east parts where he lived, which was
130 afterwards profitable unto them; as also of the people here, of their names, number and strength, of their situation and distance from this place, and who was chief amongst them. His name was Samoset. He told them also of another Indian whose name was Squanto, a native of this place, who had been in England and could speak better English than himself.

ANALYZE VISUALS

Contrast the scenery in this image with the landscape on page 102. How has the view of nature changed?

D CULTURAL CHARACTERISTICS

Reread lines 106–114. What values are demonstrated by the seven colonists' responses to their ailing companions?

Being, after some time of entertainment and gifts dismissed, a while after he came again, and five more with him, and they brought again all the tools that were stolen away before, and made way for the coming of their great Sachem,¹¹ called Massasoit. Who, about four or five days after, came with the chief of his friends and other attendance, with the aforesaid Squanto. With whom, after friendly
140 entertainment and some gifts given him, they made a peace with him (which hath now continued this 24 years) in these terms: **E**

1. That neither he nor any of his should injure or do hurt to any of their people.
2. That if any of his did hurt to any of theirs, he should send the offender, that they might punish him.
3. That if anything were taken away from any of theirs, he should cause it to be restored; and they should do the like to his.
4. If any did unjustly war against him, they would aid him; if any did war against them, he should aid them.
- 150 5. He should send to his neighbors confederates to certify them of this, that they might not wrong them, but might be likewise comprised in the conditions of peace.¹²
6. That when their men came to them, they should leave their bows and arrows behind them.

After these things he returned to his place called Sowams,¹³ some 40 miles from this place, but Squanto continued with them and was their interpreter and was a special instrument sent of God for their good beyond their expectation. He directed them how to set their corn, where to take fish, and to **procure** other commodities, and was also their pilot to bring them to unknown places for their
160 profit, and never left them till he died.

First Thanksgiving

They began now to gather in the small harvest they had, and to fit up their houses and dwellings against winter, being all well recovered in health and strength and had all things in good plenty. For as some were thus employed in affairs abroad, others were exercised in fishing, about cod and bass and other fish, of which they took good store, of which every family had their portion. All the summer there was no want; and now began to come in store of fowl, as winter approached, of which this place did abound when they came first (but afterward decreased by degrees). And besides waterfowl there was great store of wild turkeys, of which they took many, besides venison, etc. Besides they had about a peck a meal a week
170 to a person, or now since harvest, Indian corn to that proportion. Which made many afterwards write so largely of their plenty here to their friends in England, which were not **feigned** but true reports. ☞

E SUMMARIZE

Reread lines 122–141.
What events led to the treaty with Massasoit?

procure (prō-kyōōr') v. to get by special effort; to obtain

feigned (fānd) *adj.* not real; pretended **feign** v.

11. **Sachem** (sā'chēm): chief.

12. **He should send . . . peace:** Massasoit was to send representatives to other tribes to let them know about the treaty with the Pilgrims.

13. **Sowams** (sō'əmz): near the site of present-day Barrington, Rhode Island.

The Declaration of Independence

Public Document by Thomas Jefferson

NOTABLE QUOTE

"All eyes are opened, or opening, to the rights of men."

FYI

Did you know that Thomas Jefferson ...

- played the violin?
- was an amateur inventor?
- developed the policy of the separation of church and state?
- favored the rights of the states over the federal government?
- died on July 4, the same day as his friend and political rival, John Adams?

AuthorOnline

For more on Thomas Jefferson, visit the Literature Center at ClassZone.com.

Jefferson's home at Monticello



Thomas Jefferson

1743–1826

Thomas Jefferson was one of the most accomplished founding fathers. Active in the cause for independence, he was governor of Virginia during the Revolutionary War and U.S. minister to France afterward. He also served the new country as the first secretary of state, the second vice-president, and the third president. As president, he acquired the vast Louisiana Territory west of the Mississippi River to the Rocky Mountains, essentially doubling the size of the country. But more important than any political office he held was the lasting impact of Jefferson's ideals of liberty and self-government so eloquently expressed in the Declaration of Independence.

Brilliant Legal Mind The son of a surveyor and gentleman farmer, Jefferson was born into a life of privilege in rural Virginia. Educated at the College of William and Mary, he was tutored in the law and

practiced successfully before entering politics at age 26. As a member of the colonial Virginia legislature, he fell in with a group of radicals, among them Patrick Henry. Lacking Henry's oratorical gifts, Jefferson distinguished himself by his legal writing. Significantly, Jefferson's indelible mark on American life came largely from the many legal documents and laws he wrote promoting democracy.

Passion for Learning Jefferson had an insatiable curiosity about the world and often indulged in what he called his "canine appetite for reading." In addition to devouring works on the classics, history, law, science, and philosophy, he taught himself architecture from books. He designed his elaborate estate at Monticello and the buildings of the University of Virginia, which he also founded as the embodiment of his principles of education and individual freedom.

The Issue of Slavery Charges of hypocrisy on the issue of slavery have tarnished Jefferson's image as the "apostle of liberty." In his early writings, he denounced slavery and tried unsuccessfully to include the issue in the Declaration. Yet Jefferson always owned slaves—as many as 600 over the course of his lifetime—and in later years, he remained undecided on this issue.

A Quintessential American Jefferson's problematic stand on slavery mirrored the nation's, which took a long time to rectify. In the end, Jefferson was a man of his time who had a noble vision for the country and the genius to articulate it, even though he did not always live up to his ideals.

LITERARY ANALYSIS: ARGUMENT

Jefferson's emphasis in the Declaration of Independence was on the logical argument to be made for independence. An **argument** expresses an opinion on an issue and supports it with reasons and evidence. Three important parts of an argument are

- **the claim:** the writer's position on an issue or problem
- **support:** reasons and evidence provided to prove a claim
- **counterargument:** arguments to answer opposing views

As you read, look for these elements of an argument.

READING SKILL: ANALYZE TEXT STRUCTURE

The Declaration of Independence has four main parts:

1. a **preamble**, or **foreword**, that announces the reason for the document
2. a **declaration** of people's natural rights and relationship to government
3. a long **list** of complaints against George III, the British king
4. a **conclusion** that formally states America's independence

As you read, use a chart such as the one shown to indicate the line numbers for each part, as well as a brief summary of each.

Part	Summary
1 Preamble lines 1–6	When one group of people have to form their own government, it is necessary to explain why.

VOCABULARY IN CONTEXT

Match each vocabulary word in the first column with the word or phrase in the second column that is closest in meaning.

- | | |
|----------------|------------------|
| 1. abdicate | a. correction |
| 2. arbitrary | b. integrity |
| 3. despotism | c. treachery |
| 4. impel | d. abandon |
| 5. mercenary | e. drive |
| 6. perfidy | f. erratic |
| 7. rectitude | g. a taking over |
| 8. redress | h. hired soldier |
| 9. unalienable | i. tyranny |
| 10. usurpation | j. unchangeable |

Explore the Key Idea

When is **REBELLION** justified?

KEY IDEA Many young people harbor a spirit of **rebellion**—against parents, teachers, bosses, rules, or any situation that “just isn’t fair!” But how often do you attempt to explain your rebellion logically? In June of 1776, Thomas Jefferson and other colonial leaders had decided to rebel against British rule. But they needed to justify their dangerous action—to themselves, to the king, and to the world.

DISCUSS In a small group, think of several situations in which an individual or a group rebelled against a perceived injustice. The situations could be any of the following:

- local—an incident in your school or community, for example
- global—such as demonstrations against global trade policies
- historical—such as the American, French, or Russian revolutions

Then, as a group, evaluate the reasons for each rebellion and explain which ones you think are justified.



The Declaration of Independence

Thomas Jefferson

BACKGROUND In September 1774, 56 delegates met in Philadelphia at the First Continental Congress to draw up a declaration of colonial rights. They agreed to reconvene in May 1775 if their demands weren't met. At this Second Continental Congress, Thomas Jefferson joined Benjamin Franklin and John Adams on the committee to draft the Declaration of Independence. The task of writing it fell to Jefferson. Although Congress made many changes to the list of grievances, Jefferson's declaration of rights remained untouched—an abiding testament to “self-evident” truths for the nation and the world.

ANALYZE VISUALS

This is an original copy of the Declaration. What might be some of the advantages of having the whole document appear on one large sheet of paper?

In Congress, July 4, 1776

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which **impel** them to the separation. **A**

impel (ĩm-pěĩ') v. to drive forward; force

A ARGUMENT

What **claim** does Jefferson present in the preamble of the Declaration and what **support** does he say he will provide?

unalienable

(ũn-āl'yə-nə-bəl) *adj.*
not to be taken away
(Today the usual form is *inalienable*.)

We hold these truths to be self-evident:—That all men are created equal; that they are endowed by their Creator with certain **unalienable** rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these
10 rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and, accordingly,

all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But, when a long train of abuses and **usurpations**, pursuing
20 invariably the same object, evinces a design to reduce them under absolute **despotism**, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity that constrains them to alter their former systems of government. The history of the present King of Great Britain¹ is a history of repeated injuries and usurpations, all having, in direct object, the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world. **B**

He has refused his assent to laws² the most wholesome and necessary for the public good. **C**
30 He has forbidden his Governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless these people would relinquish the right of representation in the legislature—a right inestimable to them, and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measure.

He has dissolved representative houses repeatedly, for opposing, with manly
40 firmness, his invasions on the rights of the people.

He has refused, for a long time after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the State remaining, in the meantime, exposed to all dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population³ of these States; for that purpose obstructing the laws for the naturalization of foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice, by refusing his assent to laws
50 for establishing judiciary powers.

He has made judges dependent on his will alone for the tenure of their offices,⁴ and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people and eat out their substance.⁵

usurpation

(yōō'sər-pā'shən) *n.* the act of wrongfully taking over a right or power that belongs to someone else

despotism

(dēs'pə-tīz'əm) *n.* government by a ruler with unlimited power

B ARGUMENT

What **counterargument** does Jefferson anticipate in lines 15–22? What **claim** does he make at the end of this paragraph and what does he say he is about to do?

C TEXT STRUCTURE

Why might the list of complaints make up the largest part of the four-part structure?

1. **the present King of Great Britain:** George III, who reigned from 1760 to 1820.

2. **refused his assent to laws:** Laws passed in the colonies needed the king's approval; sometimes it took years for laws to be approved or rejected.

3. **to prevent the population:** to keep the population from growing.

4. **the tenure of their offices:** their job security.

5. **eat out their substance:** use up their resources.



Declaration of Independence in Congress, at the Independence Hall, Philadelphia, July 4, 1776 (1819), John Trumbull. Oil on canvas. The Granger Collection, New York.

He has kept among us, in times of peace, standing armies, without the consent of our legislatures.

He has affected to render the military independent of, and superior to, the civil power.

He has combined with others to subject us to a jurisdiction foreign to our
60 constitutions,⁶ and unacknowledged by our laws; giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these States;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of trial by jury;

For transporting us beyond the seas, to be tried for pretended offenses;

For abolishing the free system of English laws in a neighboring province,⁷

70 establishing there an **arbitrary** government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;

For taking away our charters, abolishing our most valuable laws, and altering, fundamentally, the forms of our governments;

For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever. **D**

arbitrary (är'bĭ-trēr'ē) *adj.*
based on unpredictable
decisions rather than law

D TEXT STRUCTURE

Reread lines 59–76. What is the significance of the itemized list of examples in lines 62–76?

6. **subject us . . . our constitutions:** Parliament had passed the Declaratory Act in 1766, stating that the king and Parliament could make laws for the colonies.

7. **a neighboring province:** the province of Quebec, which at the time extended south to the Ohio River and west to the Mississippi.

He has **abdicated** government here, by declaring us out of his protection, and waging war against us.

He has plundered our seas, ravaged our coasts, burnt our towns,⁸ and destroyed
80 the lives of our people.

He is at this time transporting large armies of foreign **mercenaries** to complete the works of death, desolation, and tyranny, already begun with circumstances of cruelty and **perfidy** scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow citizens, taken captive on the high seas, to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrection amongst us,⁹ and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule
90 of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions we have petitioned for **redress**, in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.

Nor have we been wanting in our attentions to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity; and we have conjured them, by the ties of our common
100 kindred, to disavow these usurpations, which would inevitably interrupt our connections and correspondence. **E**

They, too, have been deaf to the voice of justice and of consanguinity.¹⁰ We must, therefore, acquiesce in the necessity which denounces our separation; and hold them, as we hold the rest of mankind, enemies in war, in peace friends. **F**

WE, THEREFORE, THE REPRESENTATIVES OF THE UNITED STATES OF AMERICA, in General Congress assembled, appealing to the Supreme Judge of the world for the **rectitude** of our intentions, do, in the name and by the authority of the good people of these colonies, solemnly publish and declare, that these United Colonies are, and of right ought to be, Free and Independent States; that they are absolved
110 from all allegiance to the British crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And, for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor. **G**

abdicate (ăb'dī-kāt') v. to give up responsibility for

mercenary (mûr'sə-nēr'ē) n. a professional soldier hired to fight in a foreign army

perfidy (pûr'fī-dē) n. treachery

redress (rī-drēs') n. the correction of a wrong; compensation

E GRAMMAR AND STYLE
Reread lines 98–101. Notice how Jefferson uses a **compound-complex sentence**, which has two or more independent clauses and one or more subordinate clauses, in order to show the complex relationships between ideas.

F ARGUMENT
What objections does Jefferson appear to be anticipating and refuting with **counterarguments** in lines 102–104?

rectitude (rĕk'tī-tōōd') n. morally correct behavior or thinking

G TEXT STRUCTURE
What purpose does the final paragraph serve?

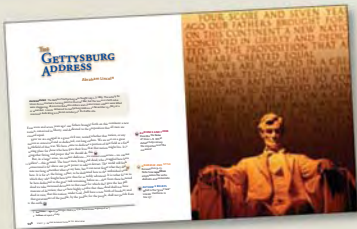
8. **plundered . . . our towns:** American seaports such as Norfolk, Virginia, had already been shelled.

9. **excited . . . amongst us:** George III had encouraged slaves to rise up and rebel against their masters.

10. **deaf to . . . consanguinity:** The British have ignored pleas based on their common ancestry with the colonists.



Reading for Information



Use with the Gettysburg Address, page 564.

Voices from the Civil War

- Letter, page 571
- Letter, page 572
- Diary Entry, page 573
- Speech, page 574

Abraham Lincoln delivered the Gettysburg Address to an audience gathered in honor of fallen Union soldiers. How do you think they reacted to it? Might the same speech have been received differently by a Southern audience? The following documents can give you some insight into differing perspectives on the Civil War. After reading each text, take a moment to imagine how each author might have responded to Lincoln’s message; later, you’ll be asked to write such a response.

Skill Focus: Analyze Primary Sources

As you know, **primary sources** are materials written or made by people who took part in or witnessed the events portrayed. As such, these sources give you something you would probably miss if you read a more removed account. Many primary sources describe individual, personal experiences expressed in the writers’ own voices.

The letters, diary entry, and speech you are about to read are all primary sources of information on the Civil War. Read the background paragraph before each document as well as its title and date, noting

- the form of the document (letter, diary entry, or speech)
- when and where it was written or delivered
- whether it was intended for a public or private audience
- some of the details that shaped the author’s perspective

Record what you learn on a chart such as the one shown here. Then, as you read the texts, consider how these factors may have influenced the content.

Author	Form of Writing	Time & Place Created	Intended Audience	Relevant Details About the Author
Robert E. Lee				
Sullivan Ballou				
Mary Chesnut				
Sojourner Truth				

Robert E. Lee had a distinguished career in the U.S. Army until his home state of Virginia seceded from the Union. At that point, his loyalty to Virginia compelled him to join the Confederate army, where he became a general and one of the Confederacy's greatest heroes.

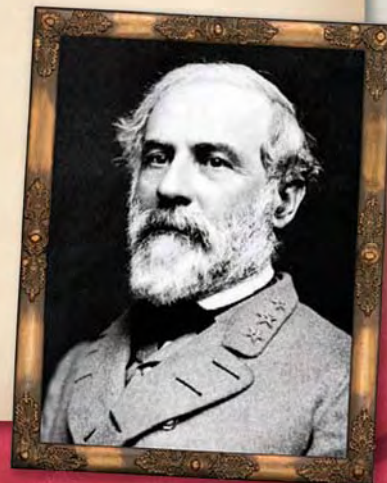
Letter to His Son

January 23, 1861

... The South, in my opinion, has been aggrieved by the acts of the North, as you say. I feel the aggression, and am willing to take every proper step for redress. It is the principle I contend for, not individual or private gain. As an American citizen, I take pride in my country, her prosperity and institutions, and would defend any State if her rights were invaded. But I can anticipate no greater calamity for the country than a dissolution of the Union. It would be an accumulation of all the evils we complain of, and I am willing to sacrifice everything but honor for its preservation. I hope, therefore, that all constitutional means will be exhausted before there is a recourse to force. Secession is nothing but revolution. The framers of our

10 Constitution never exhausted so much labor, wisdom and forbearance in its **A** formation, and surrounded it with so many guards and securities, if it was intended to be broken by every member of the Confederacy at will. It was intended for 'perpetual union' so expressed in the preamble, and for the establishment of a government, not a compact, which can only be dissolved by revolution, or the consent of all the people in convention assembled. It is idle to talk of secession. Anarchy would have been established, and not a government by Washington, Hamilton, Jefferson, Madison, and the other patriots of the Revolution. ... Still, a Union that can only be maintained by swords and bayonets, and in which strife and civil war are to take the place of brotherly love

20 and kindness, has no charm for me. I shall mourn for my country and for the welfare and progress of mankind. If the Union is dissolved, and the Government disrupted, I shall return to my native State and share the miseries of my people, and save in defence will draw my sword on none. **B**



A PRIMARY SOURCES

Reread lines 5–8. What does Lee want to preserve at any cost but his honor? What is his view of secession?

B PRIMARY SOURCES

Based on lines 18–21, how does Lee feel about maintaining the Union “by swords and bayonets”? Why?

Major Sullivan Ballou of the Second Rhode Island Regiment wrote the following letter to his wife on July 14, 1861. He was killed about a week later, at the first battle of Bull Run.

Letter to Sarah Ballou



My very dear Sarah:

The indications are very strong that we shall move in a few days—perhaps tomorrow. Lest I should not be able to write again, I feel impelled to write a few lines that may fall under your eye when I shall be no more. . . .

I have no misgivings about, or lack of confidence in the cause in which I am engaged, and my courage does not halt or falter. I know how strongly American Civilization now leans on the triumph of the Government, and how great a debt we owe to those who went before us through the blood and sufferings of the Revolution. And I am willing—perfectly willing—to lay down all my joys in this life, to help maintain this Government, and to pay that debt. . . .

10 Sarah my love for you is deathless, it seems to bind me with mighty cables that nothing but Omnipotence could break; and yet my love of Country comes over me like a strong wind and bears me unresistibly on with all these chains to the battlefield. **C**

The memories of the blissful moments I have spent with you come creeping over me, and I feel most gratified to God and to you that I have enjoyed them so long. And hard it is for me to give them up and burn to ashes the hopes of future years, when, God willing, we might still have lived and loved together, and seen our sons grown up to honorable manhood, around us. I have, I know, but few and small claims upon Divine Providence, but something whispers to me—
20 perhaps it is the wafted prayer of my little Edgar, that I shall return to my loved ones unharmed. If I do not my dear Sarah, never forget how much I love you, and when my last breath escapes me on the battlefield, it will whisper your name. Forgive my many faults, and the many pains I have caused you. How thoughtless and foolish I have often times been! How gladly would I wash out with my tears every little spot upon your happiness. . . .

But, O Sarah! If the dead can come back to this earth and flit unseen around those they loved, I shall always be near you; in the gladdest days and in the darkest nights . . . always, always, and if there be a soft breeze upon your cheek, it shall be my breath, as the cool air fans your throbbing temple, it shall be my spirit
30 passing by. Sarah do not mourn me dead; think I am gone and wait for thee, for we shall meet again. . . .

C PRIMARY SOURCES

How committed is Ballou to the cause for which he is fighting? What reasons does he give for this degree of commitment?

Wife of a former South Carolina senator, James Chesnut, and a member of the Southern gentility, Mary Chesnut socialized with many prominent Confederates. In her extensive diaries, she kept notes on the social and political conditions in the wartime South.

A Diary from Dixie

1864

September 1st— The battle is raging at Atlanta, our fate hanging in the balance.

September 2nd— Atlanta is gone. Well that agony is over. Like David, when the child was dead, I will get up from my knees, will wash my face and comb my hair. There is no hope, but we will try to have no fear. . . . **D**

September 21st— The President has gone West. He sent for Mr. Chesnut.

I went with Mrs. Rhett to hear Dr. Palmer. I did not know before how utterly hopeless was our situation. This man is so eloquent; it was hard to listen and not give way. Despair was his word, and martyrdom. He offered us nothing more in this world than the martyr's crown. He is not for slavery, he says; he is for freedom, 10 the freedom to govern our own country as we see fit. He is against foreign interference in our state matters. That is what Mr. Palmer went to war for, it appears. Every day shows that slavery is doomed the world over. For that he thanked God. He spoke of this time of our agony; and then came the cry: "Help us, Oh God! Vain is the help of man." So we came away shaken to the depths. . . .

The end has come, no doubt of the fact. Our Army has so moved as to uncover Macon and Augusta. We are going to be wiped off the face of the earth. Now what is there to prevent Sherman taking General Lee in the rear. We have but two armies, and Sherman is between them now. **E**

September 29th — These stories of our defeats in the Valley fall like blows upon 20 a dead body. Since Atlanta, I have felt as if all were dead within me, forever. Captain Ogden of General Chesnut's staff dined here today. Had ever a Brigadier with little or no brigade so magnificent a staff? The reserves, as somebody said, are gathered by robbing the cradle and the grave of men too old and boys too young. . . .

General Chesnut was away in Camden, but I could not wait. I gave the beautiful bride, Mrs. Darby, a dinner which was simply perfect. I was satisfied for once in my life with my own table, and I know pleasanter guests were never seated around any table whatsoever in the world. My house is always crowded. After all, what a number of pleasant people are thrown by war's catastrophes into Columbia. I call such society glorious. It is the wind-up, the Cassandra in me says; and the 30 old life means to die royally.

D PRIMARY SOURCES

What does Chesnut feel after the fall of Atlanta?

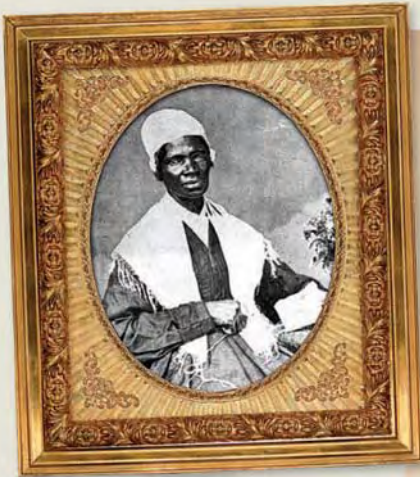
E PRIMARY SOURCES

According to Chesnut, why did Dr. Palmer go to war? What did he not fight for?



An advocate for the rights of blacks and women, and herself a former slave, Sojourner Truth delivered this candid address to a progressive audience not long after the signing of the Emancipation Proclamation.

Speech to the American Equal Rights Association



May 9, 1867

My friends, I am rejoiced that you are glad, but I don't know how you will feel when I get through. I come from another field—the country of the slave. They have got their liberty—so much good luck to have slavery partly destroyed; not entirely. I want it root and branch destroyed. Then we will all be free indeed. I feel that if I have to answer for the deeds done in my body just as much as a man, I have a right to have just as much as a man. There is a great stir about colored men getting their rights, but not a word about the colored women; and if colored men get their rights, and not colored women theirs, you see the colored men will be masters over the women, and it will be just as bad as it was before. So I am for keeping the thing going while things are stirring; because if we
10 wait till it is still, it will take a great while to get it going again. . . . I want women to have their rights. In the courts women have no right, no voice; nobody speaks for them. I wish woman to have her voice there among the pettifoggers. If it is not a fit place for women, it is unfit for men to be there. **F**

I am above eighty years old; it is about time for me to be going. I have been forty years a slave and forty years free, and would be here forty years more to have equal rights for all. I suppose I am kept here because something remains for me to do; I suppose I am yet to help to break the chain. I have done a great deal of work; as much as a man, but did not get so much pay. I used to work in the field and bind grain, keeping up with the cradler; but men doing no more, got twice as much pay; so with
20 the German women. They work in the field and do as much work, but do not get the pay. We do as much, we eat as much, we want as much. I suppose I am about the only colored woman that goes about to speak for the rights of the colored women. I want to keep the thing stirring, now that the ice is cracked. What we want is a little money. You men know that you get as much again as women when you write, or for what you do. When we get our rights we shall not have to come to you for money, for then we shall have money enough in our own pockets; and may be you will ask us for money. But help us now until we get it. It is a good consolation to know that when we have got this battle fought we shall not be coming to you any more. You have been having our rights so long, that you think, like a slaveholder, that you own us. I know that it is hard for
30 one who has held the reins for so long to give up; it cuts like a knife. It will feel all the better when it closes up again. I have been in Washington about three years, seeing about these colored people. Now colored men have the right to vote. There ought to be equal rights now more than ever, since colored people have got their freedom. **G**

F PRIMARY SOURCES

Is Sojourner Truth rejoicing over the outcome of the war? Why or why not?

G PRIMARY SOURCES

What is Sojourner Truth arguing for? What are two reasons she gives to support her claim?

Comprehension

1. **Recall** How did Robert E. Lee plan to respond if the Union was dissolved?
2. **Recall** What did Sullivan Ballou think would be his fate in battle?
3. **Recall** How did Mary Chesnut spend her time during the month of September 1864?
4. **Summarize** In the primary sources you just read, Union and Confederate soldiers and civilians reveal some of the motives they had for engaging in the Civil War. Summarize these motives.

Critical Analysis

5. **Analyze Author's Purpose** Think about what Ballou shares with his wife, Sarah. For what purpose—or purposes—would you say he is writing to her? Explain.
6. **Analyze Primary Sources** For each document, speculate on how the private or public nature of its intended audience may have affected its content.
7. **Analyze Author's Perspective** An author's perspective is the combination of life experiences, culture, values, and beliefs that influences his or her view on a topic. Drawing upon the information you recorded on your chart, describe each author's perspective on the Civil War.

Read for Information: Synthesize

WRITING PROMPT

Choose one of the four writers whose documents you just read, and imagine how this person might have responded to Lincoln's Gettysburg Address. Then summarize the imagined response, and support your ideas with evidence from the text.

To answer this prompt, choose a writer whose perspective on the war you think you understand well. Then follow these steps:

1. Reread the Gettysburg Address to remind yourself of Lincoln's message.
2. Bearing in mind the personal experiences and loyalties of your chosen writer and the thoughts and feelings he or she expresses about the war, imagine how he or she might have reacted to Lincoln's speech. Summarize this imaginary response.
3. Support your notion of that person's response with evidence from your chart and from the primary source written by that individual.

Realism

Most modern readers expect stories to be like real life. In the mid-19th century, however, a “realistic” story was considered radical and was even criticized. Despite this outcry, several famous American writers persevered, and in doing so, they initiated one of the most enduring movements in literary history.

The Rise of Realism

Realism in literature refers to writing that offers an accurate and detailed portrayal of actual life. It also refers to a literary movement that first developed in France in the mid-19th century and then spread to England, Russia, and the United States. Realism was born as a reaction to **romanticism**, an artistic and literary movement that glorified the individual and celebrated the emotions and imagination; it dominated literature during the early 19th century. Unlike the romantics, realists did not want to glorify anything. They simply wanted to depict reality, no matter how ordinary the characters or their circumstances. In basing their literature on careful observations of commonplace events and people, the realists believed they could shed light on greater social issues and concerns.

In the United States, realism was also the product of a rapidly changing society. By the end of the Civil War in 1865, America was changing from a predominantly rural society to an urban one and was experiencing the effects of the Industrial Revolution. Many writers were inspired to depict the effects of these dramatic social changes on the average citizen. The first American writers to experiment with realism—in the 1870s and 1880s—were Mark Twain, William Dean Howells, and Henry James. In the following decades, the realist movement spawned several related movements, such as **naturalism**, **regionalism**, and **local color** (see pages 632–633).



New York City sweatshop, circa 1912

Characteristics of Realism

COMPLEX CHARACTERS IN ORDINARY PLACES

In realist fiction, character exploration and development became more important than plot. Often the characters were laborers, businessmen, or housewives from the lower and middle classes. Exploring details of a personality or a relationship could reveal important complexities, contradictions, and ironies, especially those related to social or economic issues.

The realist writer might write long, involved descriptions of a character's inner thoughts, usually focused on personal concerns or the mundane events of his or her everyday life. Realist fiction would typically

- focus on **complex characters** who are ordinary people, not heroes or villains
- portray ordinary **settings**, especially those that allow for accurate depictions of society and culture
- depict true-to-life **dialogue** that captures the dialects and idioms of conversation

DETACHED NARRATION

Realist writers adopted the scientific method of detached observation. This allows the narrator of a story to sound unbiased and distant, as if simply recording the complete facts of the story. The reader is then allowed to draw his or her own conclusions. Notice the detached perspective of the narrator and the detailed **description** in this passage.

A man stood upon a railroad bridge in northern Alabama, looking down into the swift water twenty feet below. The man's hands were behind his back, the wrists bound with a cord. A rope closely encircled his neck.

—Ambrose Bierce, “An Occurrence at Owl Creek Bridge”

SOCIAL THEMES

The literature of realism sought to explore the key issues of the time: What are the implications of modern technology? What are the effects of urbanization? Realist **themes** are typically concerned with class conflicts, urbanization, marriage, and family life. In his novel *The Rise of Silas Lapham*, author William Dean Howells tells the story of a family coming to terms with new wealth, acquisition, and corruption. In the following passage, Howells relates the family's initial responses to their newfound wealth.

Their first years there were given to careful getting on Lapham's part, and careful saving on his wife's. Suddenly the money began to come so abundantly that she need not save; and then they did not know what to do with it. A certain amount could be spent on horses, and Lapham spent it; his wife spent on rich and rather ugly clothes and a luxury of household appointments. Lapham had not yet reached the picture-buying stage of the rich man's development, but they decorated their house with the costliest and most abominable frescoes. . . .

—William Dean Howells, *The Rise of Silas Lapham*

ROMANTICISM VS. REALISM

To understand the different perspectives and subject matter of romanticism and realism, consider these two prose examples:

Romanticism

In that moment of the afternoon, the sun fell upon the snow drifts in an ethereal light, and all the heavens seemed to shine down upon the frozen fields, as if promising, one day, the ascent of spring.

Realism

At 4:00 each afternoon, the sunlight cast long shadows along the frozen landscape. The whistle of the clothing factory would blow, and the workers would stream out from the opened doors and squint into the last light of the day.

Close Read

What effect does the detached perspective in Bierce's passage have on the reader? From these few lines, what is your reaction to this character?

Close Read

What do you think might happen to the Laphams, given what you know about the typical **themes** in realism?

from **Narrative of the Life of Frederick Douglass, an American Slave**

Slave Narrative by Frederick Douglass

NOTABLE QUOTE

*"The soul that is within me
no man can degrade."*

FYI

Did you know that
Frederick Douglass . . .

- escaped to the North by disguising himself as a sailor?
- made his home a stop on the Underground Railroad?
- was an early defender of women's rights?

AuthorOnline

For more on Frederick Douglass, visit the Literature Center at ClassZone.com.



Frederick Douglass

c. 1817–1895

Frederick Douglass endured 21 years of slavery before he escaped to freedom in the North, where he became an outspoken and influential abolitionist. In the years leading up to the Civil War, his powerful speeches spurred the nation to move against slavery and to extend equal rights to all its citizens.

Forbidden Education As a boy, Douglass worked as a slave in the home of Hugh and Sophia Auld of Baltimore, Maryland. Although it was against the law, Mrs. Auld taught Douglass how to read. After Mr. Auld commanded his wife to stop her lessons, Douglass educated himself in secret, studying from a textbook on public speaking titled *The Columbian Orator*.

From Slave to Abolitionist Douglass escaped and in 1838 settled in New Bedford, Massachusetts. Three years

later, he spoke so eloquently to the Massachusetts Anti-Slavery Society that they hired him to lecture about his experiences. Proslavery hecklers frequently attacked him, hurling insults and even rotten eggs and vegetables, but Douglass continued, undeterred.

In 1845, with the publication of his autobiography, *Narrative of the Life of Frederick Douglass, an American Slave*, Douglass rose to international fame—dangerous attention for a runaway slave. To avoid being recaptured, Douglass left for a two-year speaking tour of Great Britain. During the trip, two friends raised the money to purchase his freedom.

Tireless Reformer Returning to the United States as a free man, Douglass settled in Rochester, New York, and founded an antislavery newspaper, the *North Star*. During the Civil War, he advised President Abraham Lincoln and helped recruit the first African-American soldiers for the Union army. For Douglass, the end of slavery was only a first step to achieving a greater goal: full and equal civil rights for African Americans.

In the years after the Civil War, Douglass was appointed to several government posts, including U.S. marshal for the District of Columbia and minister to Haiti. To the end of his life, he continued his fight for full citizenship for African Americans and his support for other causes, including women's rights, land reform, and public education.

LITERARY ANALYSIS: STYLE

Style is a writer's distinctive way of expressing ideas—not what is said, but how it is said. Douglass uses a formal, elegant style that demonstrates his masterful command of language.

After running thus for a considerable distance, they finally upset the cart, dashing it with great force against a tree, and threw themselves into a dense thicket.

Elements that characterize style include

- **tone**, conveyed by choice of words and details
- **sentence patterns and structures**
- use of **figurative language**
- use of **dialogue**

Douglass combines crisp, factual narration with bursts of poetic language. As you read, note the choices Douglass makes that contribute to his sophisticated style.

READING SKILL: ANALYZE AUTHOR'S PURPOSE

An author creates a work to achieve a specific **purpose**, or goal. In general, an author writes to inform, to express thoughts or feelings, to persuade, or to entertain. However, a complex work will often have more than one purpose.

Frederick Douglass wrote his autobiography mainly to persuade readers that slavery should be abolished. To achieve his purpose, he describes the physical realities that slaves endure and his responses to his life as a slave.

We were often in the field from the first approach of day till its last lingering ray had left us . . .

As you read, use a chart like the one shown to take notes on Douglass's experiences. Notice when he provides factual details about the general conditions of slave life and when he describes his personal responses to his situation.

Physical Realities	Responses to Situation

Explore the Key Idea

Can you set yourself FREE?

KEY IDEA Separated from his parents, denied the right to an education, and moved from place to place at the convenience of his owners, Frederick Douglass learned that nothing in his life was under his control. Rejecting the injustice of slavery, he risked his life to escape. With his decision to set himself free, he claimed the right to **self-determination**: he would be a man and not a slave.

QUICKWRITE Without mentioning any names, contrast two people you know of—one who has self-determination and one who does not. Would you attribute the differences between them more to circumstances or to attitude?

A—	M—
stands up to defend the rights of others	afraid to disagree with her boyfriend

Narrative *of the Life* of Frederick Douglass

Frederick Douglass

BACKGROUND Douglass wrote his autobiography to convince skeptics that such an eloquent speaker had indeed once been a slave. His book became one of the most famous slave narratives ever published and played an enormous role in rallying support for the abolition of slavery. This excerpt recounts a period in Douglass's life during which his owner, Hugh Auld's brother, Thomas, had hired him out to a man with a reputation as a "slave breaker."

I left Master Thomas's house, and went to live with Mr. Covey, on the 1st of January, 1833. I was now, for the first time in my life, a field hand. In my new employment, I found myself even more awkward than a country boy appeared to be in a large city. I had been at my new home but one week before Mr. Covey gave me a very severe whipping, cutting my back, causing the blood to run, and raising ridges on my flesh as large as my little finger. The details of this affair are **A** as follows: Mr. Covey sent me, very early in the morning of one of our coldest days in the month of January, to the woods, to get a load of wood. He gave me a team of unbroken oxen. He told me which was the in-hand ox, and which the off-
10 hand¹ one. He then tied the end of a large rope around the horns of the in-hand ox, and gave me the other end of it, and told me, if the oxen started to run, that

ANALYZE VISUALS

Describe the **style** of this painting. What impression of its subject does the painting convey?

A STYLE

Explain what Douglass means by "this affair" in line 6. What is surprising about his **word choice**?

1. **in-hand . . . off-hand:** In a team of animals trained to pull loads, the in-hand animal is the one on the left; the animal on the right is the off-hand one.

Panel 30 from *The Frederick Douglass Series* (1938–1939), Jacob Lawrence. Hampton University Museum. © 2007 The Jacob and Gwendolyn Lawrence Foundation, Seattle/Artists Rights Society (ARS), New York.





The Life of Harriet Tubman, #9 (1940), Jacob Lawrence. Casein tempera on hardboard, 12" × 17 7/8". Hampton University Museum. Photo courtesy of Gwendolyn Knight Lawrence/Art Resource, New York © ARS, New York.

I must hold on upon the rope. I had never driven oxen before, and of course I was very awkward. I, however, succeeded in getting to the edge of the woods with little difficulty; but I had got a very few rods² into the woods, when the oxen took fright, and started full tilt, carrying the cart against trees, and over stumps, in the most frightful manner. I expected every moment that my brains would be dashed out against the trees. After running thus for a considerable distance, they finally upset the cart, dashing it with great force against a tree, and threw themselves into a dense thicket.

20 How I escaped death, I do not know. There I was, entirely alone, in a thick wood, in a place new to me. My cart was upset and shattered, my oxen were entangled among the young trees, and there was none to help me. After a long spell of effort, I succeeded in getting my cart righted, my oxen disentangled, and again yoked to the cart. I now proceeded with my team to the place where I had, the day before, been chopping wood, and loaded my cart pretty heavily, thinking in this way to tame my oxen. I then proceeded on my way home. I had now

ANALYZE VISUALS

Identify details in this painting that are used to represent the experience of slavery. What effects are achieved by centering the image of the figures' feet?

2. **rods:** units of length equal to 5 1/2 yards.

consumed one half of the day. I got out of the woods safely, and now felt out of danger. I stopped my oxen to open the woods gate; and just as I did so, before I could get hold of my ox rope, the oxen again started, rushed through the gate, 30 catching it between the wheel and the body of the cart, tearing it to pieces, and coming within a few inches of crushing me against the gate-post. Thus twice, in one short day, I escaped death by the merest chance. On my return, I told Mr. Covey what had happened, and how it happened. He ordered me to return to the woods again immediately. I did so, and he followed on after me. Just as I got into the woods, he came up and told me to stop my cart, and that he would teach me how to trifle away my time, and break gates. He then went to a large gum-tree, and with his axe cut three large switches, and, after trimming them up neatly with his pocket-knife, he ordered me to take off my clothes. I made him no answer, but stood with my clothes on. He repeated his order. I still made him no answer, 40 nor did I move to strip myself. Upon this he rushed at me with the fierceness of a tiger, tore off my clothes, and lashed me till he had worn out his switches, cutting me so savagely as to leave the marks visible for a long time after. This whipping was the first of a number just like it, and for similar offenses. **B**

I lived with Mr. Covey one year. During the first six months, of that year, scarce a week passed without his whipping me. I was seldom free from a sore back. My awkwardness was almost always his excuse for whipping me. We were worked fully up to the point of endurance. Long before day we were up, our horses fed, and by the first approach of day we were off to the field with our hoes and ploughing teams. Mr. Covey gave us enough to eat, but scarce time to eat it. We were often 50 less than five minutes taking our meals. We were often in the field from the first approach of day till its last lingering ray had left us; and at saving-fodder time, midnight often caught us in the field binding blades.³ **C**

Covey would be out with us. The way he used to stand it, was this. He would spend the most of his afternoons in bed. He would then come out fresh in the evening, ready to urge us on with his words, example, and frequently with the whip. Mr. Covey was one of the few slaveholders who could and did work with his hands. He was a hard-working man. He knew by himself just what a man or a boy could do. There was no deceiving him. His work went on in his absence almost as well as in his presence; and he had the faculty of making us feel that he was ever 60 present with us. This he did by surprising us. He seldom approached the spot where we were at work openly, if he could do it secretly. He always aimed at taking us by surprise. Such was his cunning, that we used to call him, among ourselves, “the snake.” When we were at work in the cornfield, he would sometimes crawl on his hands and knees to avoid detection, and all at once he would rise nearly in our midst, and scream out, “Ha, ha! Come, come! Dash on, dash on!” This being **D** his mode of attack, it was never safe to stop a single minute. His comings were like a thief in the night. He appeared to us as being ever at hand. He was under every

B STYLE

Reread lines 31–43. What is the effect of Douglass’s choice to use little imagery or figurative language in his narration?

C AUTHOR’S PURPOSE

Reread lines 46–52. What details does Douglass use to inform his readers about the working conditions of slaves?

D GRAMMAR AND STYLE

Reread lines 63–65. Note how Douglass uses the **vivid verbs** *crawl* and *scream* to characterize Covey’s menacing behavior.

3. **saving- fodder . . . binding blades:** They are gathering and bundling (“binding”) corn-plant leaves (“blades”) to use for livestock (“fodder”).

tree, behind every stump, in every bush, and at every window, on the plantation. He would sometimes mount his horse, as if bound to St. Michael's,⁴ a distance of
70 seven miles, and in half an hour afterwards you would see him coiled up in the corner of the wood-fence, watching every motion of the slaves. He would, for this purpose, leave his horse tied up in the woods. Again, he would sometimes walk up to us, and give us orders as though he was upon the point of starting on a long journey, turn his back upon us, and make as though he was going to the house to get ready; and, before he would get half way thither, he would turn short and crawl into a fence-corner, or behind some tree, and there watch us till the going down of the sun. . . .

If at any one time of my life more than another, I was made to drink the bitterest dregs of slavery, that time was during the first six months of my stay with Mr.
80 Covey. We were worked in all weathers. It was never too hot or too cold; it could never rain, blow, hail, or snow, too hard for us to work in the field. Work, work, work, was scarcely more the order of the day than of the night. The longest days were too short for him, and the shortest nights too long for him. I was somewhat unmanageable when I first went there, but a few months of this discipline tamed me. 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! **E**

Sunday was my only leisure time. I spent this in a sort of beast-like stupor,
90 between sleep and wake, under some large tree. At times I would rise up, a flash of energetic freedom would dart through my soul, accompanied with a faint beam of hope, that flickered for a moment, and then vanished. I sank down again, mourning over my wretched condition. I was sometimes prompted to take my life, and that of Covey, but was prevented by a combination of hope and fear. My sufferings on this plantation seem now like a dream rather than a stern reality. . . .

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
100 slave was made a man. On one of the hottest days of the month of August, 1833, Bill Smith, William Hughes,⁵ a slave named Eli, and myself, were engaged in fanning wheat.⁶ 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

E STYLE

Douglass uses **poetic devices** to enrich his prose. Reread lines 78–88. Identify examples of poetic devices including metaphor, repetition, and parallelism. What **tone** is created by this use of language?

4. **St. Michael's:** a town southeast of Baltimore, on the east side of the Chesapeake Bay.

5. **Bill Smith, William Hughes:** Bill Smith was a hired man, and William Hughes was Mr. Covey's cousin.

6. **fanning wheat:** using a machine that blows air to separate grains of wheat from the unusable husks.

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 hopper⁷ with grain. When I could stand no longer, I fell, and felt as if held down by an immense weight. The fan of course stopped; every one 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. 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. 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. 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,⁸ I walked through the woods, keeping far enough from the road to avoid detection, and near enough to prevent losing my way. 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

F AUTHOR'S PURPOSE

Reread lines 121–128.

Why might Douglass have chosen not to include details about his own reactions to the events he describes? Explain.

7. **hopper**: a funnel-shaped container for storing grain.

8. **kept the road**: stayed on the road.

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. In this state I appeared before my master, humbly entreating 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. 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,⁹ 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. 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. 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 adviser. He told me, with great solemnity, I

G STYLE

Reread lines 159–167. Note that Douglass chooses to convey this dialogue without the use of quotations. What effect does he achieve instead by repeating the word *that*?

9. **salts:** mineral salts used to relieve faintness and headache or to reduce swelling.



Panel #10 from *The Frederick Douglass Series of 1938-1940*, Jacob Lawrence. © 2007 The Jacob and Gwendolyn Lawrence Foundation, Seattle/Artists Rights Society (ARS), New York


must go back to Covey; but that before I went, I must go with him into another
190 part of the woods, where there was a certain *root*, which, if I 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
200 came Mr. Covey on his way to meeting.¹⁰ He spoke to me very kindly, made me
drive the pigs from a lot near by, and passed on towards 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 whilst thus engaged, whilst in the act of throwing down some
210 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. This gave me assurance,
and I held him uneasy, causing the blood to run where I touched him with the
220 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. 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 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

10. **meeting:** church service.

230 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 afterwards, that I spent
240 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 compensation¹¹ 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
250 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. I did not hesitate to let it be known of me, that the white man who expected to succeed in whipping, must also succeed in killing me. **H**

From this time I was never again what might be called fairly whipped, though I remained a slave four years afterwards. I had several fights, but was never whipped. 

H AUTHOR'S PURPOSE
Reread lines 243–253.
What effect might this description have had on Douglass's readers?

11. **compensation**: payment; something of equivalent value.

Go Down, Moses

Traditional Spiritual

When Israel was in Egypt's land,
Let my people go!
Oppressed so hard they could not stand
Let my people go!

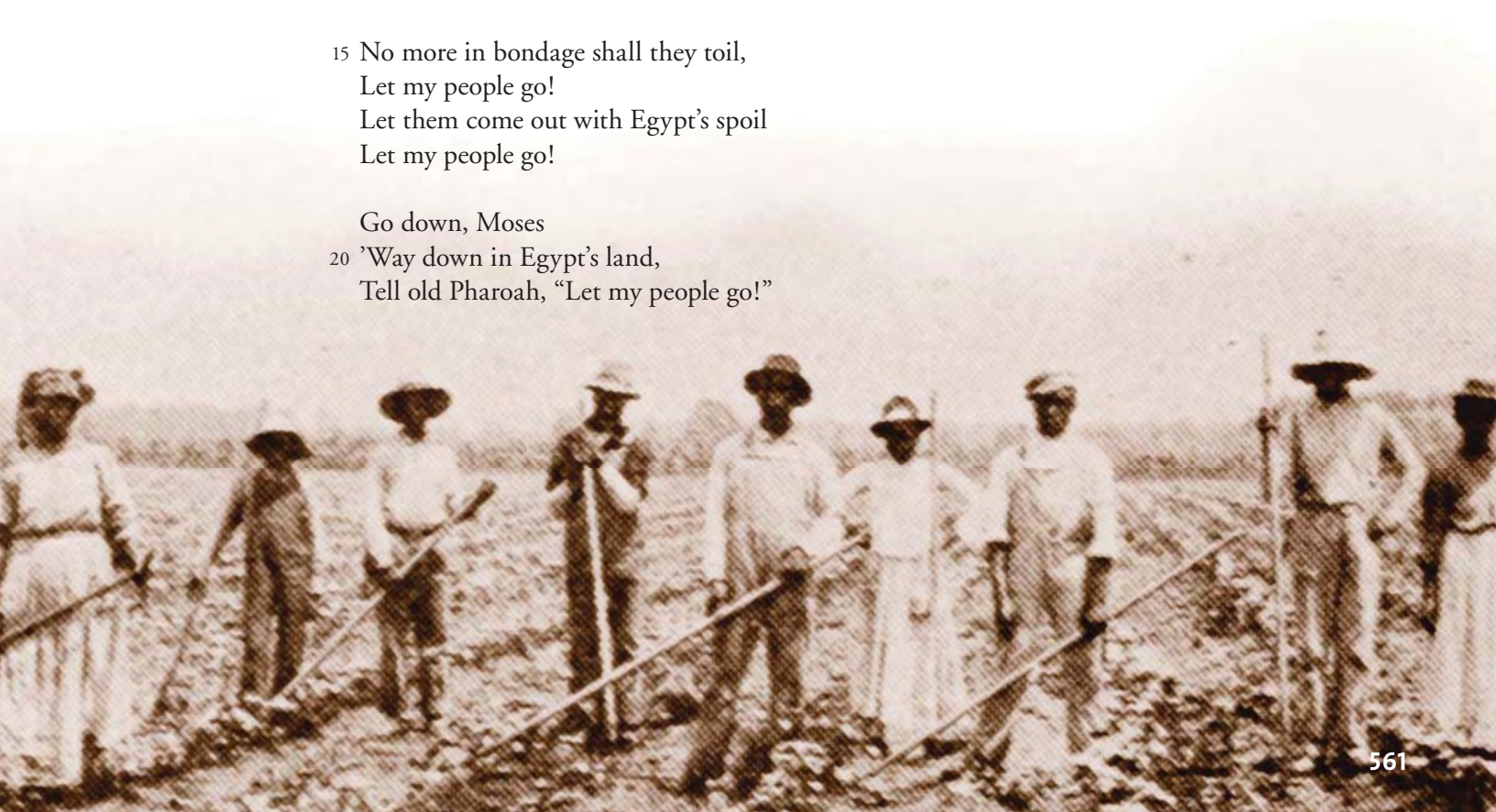
5 Go down, Moses
'Way down in Egypt's land,
Tell old Pharoah, "Let my people go!"

"Thus saith the Lord" bold Moses said,
Let my people go!
10 "If not I'll smite your first-born dead"
Let my people go!

Go down, Moses
'Way down in Egypt's land,
Tell old Pharoah, "Let my people go!"

15 No more in bondage shall they toil,
Let my people go!
Let them come out with Egypt's spoil
Let my people go!

Go down, Moses
20 'Way down in Egypt's land,
Tell old Pharoah, "Let my people go!"



The Gettysburg Address

Speech by Abraham Lincoln

The Emancipation Proclamation

Proclamation by Abraham Lincoln

NOTABLE QUOTE

"A house divided against itself cannot stand."

FYI

Did you know that Abraham Lincoln ...

- loved the works of Edgar Allan Poe?
- was a talented mimic who enjoyed playing practical jokes?
- made Thanksgiving Day a national holiday?
- suffered from bouts of depression?

Author Online

For more on Abraham Lincoln, visit the **Literature Center** at **ClassZone.com**.



Abraham Lincoln

1809–1865

Abraham Lincoln led the United States during its greatest crisis—the Civil War. Dedicated to keeping the nation together, Lincoln guided the country toward a new national identity, that of a nation committed to the principle of union, in which slavery no longer had a place.

Humble Origins Born on the Kentucky frontier to illiterate parents, Lincoln rarely went to school and was largely self-educated. As a young man, he moved with his family to Illinois, where he worked as a shopkeeper, rail-splitter, and surveyor and studied law. He served in the state legislature from 1834 to 1841, becoming a lawyer in 1836.

Evolving Views Although Lincoln opposed slavery as “injustice and bad

policy,” he was not an abolitionist; he preferred to free slaves gradually. In 1854, he began a vigorous public campaign to block the expansion of slavery to the western territories. His eloquent speeches and famous debates with Senator Stephen A. Douglas raised his political profile and strengthened his opposition to slavery.

A House Divided In 1860, Lincoln was elected president on his antislavery platform, prompting seven Southern states to secede from the Union before he even took office. In 1861, two months after his inauguration, the Civil War began.

As the fighting wore on, Lincoln faced increasing pressure to move against slavery while he struggled to keep the loyalty of the Union states that permitted slavery within their borders. After nearly two years of fighting, Lincoln issued the Emancipation Proclamation, which freed slaves in the rebelling states.

Tragic Ending Throughout the war, Lincoln faced opposition and ridicule from the public, his generals, and his own cabinet. The prospect of a Union victory, however, earned him reelection, and the Confederate armies surrendered weeks into his second term. Just five days later, Lincoln was assassinated, the first such occurrence in American history. His shocking murder and the end of war made him an instant hero. Today, he is one of the country’s most widely respected presidents.

View of Washington, D.C.

LITERARY ANALYSIS: AUDIENCE AND FORM

Lincoln was a master orator and an expert lawyer. He was keenly aware that the **form** a piece of writing takes affects what the writer can say to his or her **audience**.

- A **speech**, such as the Gettysburg Address, is often prepared for a specific audience. The speaker chooses details and language appropriate for the occasion so that the audience will be moved.

We have come to dedicate a portion of that field as a final resting place for those who here gave their lives . . .

- A **proclamation**, such as the Emancipation Proclamation, is a legal document that announces official state business. As with any legal document, the writer is a person of authority and addresses the general public using precise language that can be clearly interpreted in a court of law.

I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief . . .

As you read these two works of Lincoln's, note how the conventions of each form shape the way Lincoln expresses his message.

READING SKILL: ANALYZE AN AUTHOR'S BELIEFS

A thoughtful, principled man, Lincoln tried to act in accordance with his beliefs. To identify those beliefs in his writing, consider the ideals he invokes, the actions he takes, and the reasons he gives for his actions. As you read, note details that reveal

- the reason he felt the war was necessary
- his views on the responsibilities of the president
- the reasons he opposed slavery

Use a chart like the one shown to record your notes.

Beliefs About ...	Gettysburg Address	Emancipation Proclamation
the necessity of war		
the duties of the president		
slavery		

Explore the Key Idea

What makes a great LEGACY?

KEY IDEA Washington, Jefferson, Lincoln—these legendary figures top most lists of greatest American presidents. In each case, the **legacy** is more complicated than the heroic myths suggest. What are the real reasons some leaders hold such a prominent place in history?

TEST YOURSELF What ideas come to mind when you think of Abraham Lincoln and the times in which he lived? Decide whether each statement is fact or myth.

Myth or History?

1. Hard-working Abe Lincoln was a poor country boy who rose to become president.
☐ TRUE ☐ FALSE
2. Lincoln led the fight to abolish slavery.
☐ TRUE ☐ FALSE
3. The Civil War was fought to free the slaves.
☐ TRUE ☐ FALSE
4. The Emancipation Proclamation ended slavery in the United States.
☐ TRUE ☐ FALSE
5. All of the Union states opposed slavery.
☐ TRUE ☐ FALSE

THE GETTYSBURG ADDRESS

Abraham Lincoln

BACKGROUND The Battle of Gettysburg was fought July 1–3, 1863. The victory for Union forces marked a turning point in the Civil War, but the losses on both sides were staggering: 28,000 Confederate soldiers and 23,000 Union soldiers were killed or wounded. Lincoln delivered his Gettysburg Address on November 19, 1863, at a ceremony dedicating a national cemetery on the battle site.

Four score and seven years ago¹ our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. **A**

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow²—this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did **B** here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from **C** the earth.

A AUDIENCE AND FORM

Describe the **tone** of lines 1–8. What details help convey the importance of the occasion?

B GRAMMAR AND STYLE

Reread lines 9–13. Note how **repetition** emphasizes the verbs *dedicate* and *consecrate*.

C AUTHOR'S BELIEFS

What is the “great task” Lincoln mentions in line 15?

1. **four score . . . ago:** 87 years ago—that is, in 1776. (*Score* means “a group of 20.”)

2. **hallow:** set apart as holy.

FOUR SCORE AND SEVEN YEARS
AGO OUR FATHERS BROUGHT FORTH
ON THIS CONTINENT A NEW NATION
CONCEIVED IN LIBERTY AND DEDICA-
TED TO THE PROPOSITION THAT ALL
MEN ARE CREATED EQUAL .

NOW WE ARE ENGAGED IN A GREAT
CIVIL WAR TESTING WHETHER THAT
NATION OR ANY NATION SO CON-
CEIVED AND SO DEDICATED CAN LONG
ENDURE . WE ARE MET ON A GREAT
BATTLEFIELD OF THAT WAR . WE HAVE
COME TO DEDICATE A PORTION OF
THAT FIELD A FINAL RESTING
PLACE FOR THOSE WHO HERE GAVE
THEIR LIVES TO THAT NATION
MIGHT LIVE . IT IS ALTOGETHER FIT-
TING AND PROPER THAT WE SHOULD
DO THIS .



THE EMANCIPATION PROCLAMATION

Abraham Lincoln

BACKGROUND The Emancipation Proclamation was more of a symbolic gesture than an enforceable law. The document applied only to territory the Union did not control; it did not free slaves held by states that were loyal to the Union. Though the proclamation had little immediate legal impact, its promises inspired nearly 200,000 African Americans to join the Union army. Their efforts helped the North win the war.

A Transcription By the President of the United States of America: A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit: **D**

“That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no
10 act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

“That the Executive will, on the first day of January aforesaid,¹ by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing² testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in
20 rebellion against the United States.” **E**

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of

D AUDIENCE AND FORM

Describe the word choice and sentence structure of lines 1–3. In what ways does the form of the writing—namely, a presidential proclamation—affect Lincoln’s **diction**?

E AUDIENCE AND FORM

Paraphrase lines 12–20. What is the **purpose** of the complicated and careful definitions in this paragraph?

1. **aforesaid**: mentioned earlier.

2. **countervailing**: contradicting.

the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United

30 States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans)³ Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia,⁴ and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

40 And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon⁵ the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison⁶ forts,
50 positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God. **F**

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

F AUTHOR'S BELIEFS

Reread lines 51–53.
What reasons does
Lincoln give for freeing
the slaves?

3. **except the Parishes . . . New Orleans:** Parishes, or counties, occupied by Union forces.

4. **the forty-eight . . . Virginia:** the western counties of Virginia broke from the Confederacy to form a new state. West Virginia joined the Union as a slave state in 1863.

5. **enjoin upon:** to direct.

6. **garrison:** to occupy as troops.

from The Interesting Narrative of the Life of Olaudah Equiano

Slave Narrative by Olaudah Equiano

NOTABLE QUOTE

"Every new thing that I observed I treasured up in my memory."

FYI

Did you know that Olaudah Equiano...

- was a best-selling author in Britain?
- owned slaves in Central America?
- married an English woman and raised two daughters?
- died a wealthy man?

AuthorOnline

For more on Olaudah Equiano, visit the Literature Center at ClassZone.com.



Olaudah Equiano

c. 1745–1797

Soldier, sailor, North Pole explorer—Olaudah Equiano led a remarkable life by the standards of any age. Writing as a former slave in the 1700s, Equiano left powerful testimony on the brutality of enslavement that became the model for a new genre, the slave narrative.

Ocean Crossings According to his autobiography, Equiano was born a chief's son in the Ibo (or Igbo) culture of present-day Nigeria. When he was 11, he was captured and sold as a slave to a series of African masters before making the miserable journey to the Americas known as the Middle Passage. Sold in the West Indies to British navy officer Michael Pascal, Equiano returned to sea with his new owner, who renamed him Gustavus Vassa.

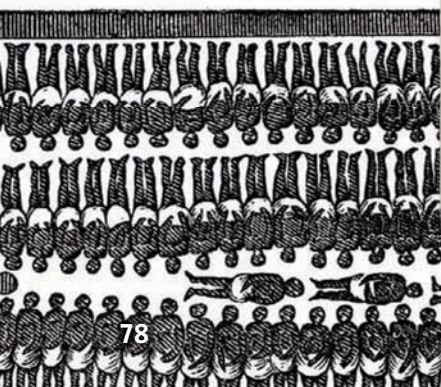
Equiano spent years fighting for Britain, hoping to be freed for good service.

Instead, in 1762 he was sold again, to Quaker merchant Robert King, who trained him in business. In 1766, after 21 years as a slave, Equiano bought back his freedom, moved to London, and promptly launched his business career. But by 1773, he was at sea again, first on an expedition to find a northwest passage, and later traveling to Central America and Turkey.

Turning Points In the late 1770s, Equiano returned to London where he got involved in antislavery efforts and converted to Christianity. In 1789, as public debate over abolishing the slave trade began in Britain, Equiano wrote, self-published, and promoted his narrative. Equiano's life story exposed the cruelty of the slave trade and made him an important public figure. He died in 1797, just ten years before Britain abolished the slave trade.

Historians Look More Closely Equiano's narrative includes a wealth of specific details, most of which check out against other sources. But, in 1999, English professor Vincent Carretta uncovered two documents that suggested Equiano was not born in Africa: his baptismal record from England and a ship's passenger list, both of which identify Equiano's birthplace as South Carolina. Historians continue to debate the evidence and how, if at all, it changes the value of *The Interesting Narrative*. Carretta himself points out that even if the narrative is based on the oral accounts of other slaves, its descriptions still provide a valuable portrait of early African life and the Middle Passage.

Diagram of the cargo hold of a fully loaded slave ship



LITERARY ANALYSIS: SLAVE NARRATIVE

Few of us can imagine what slavery was really like. **Slave narratives**, the life stories of people who survived slavery, help us understand the grim realities of this experience.

Olaudah Equiano wrote *The Interesting Narrative* at a time when many Africans remembered their lives before enslavement. Like other 18th-century slave narratives, his work

- portrays the culture shock of a newly captured African
- focuses criticism on slave traders, not slave owners
- includes religious and moral appeals against slavery

As you read, note how the author develops these topics.

READING SKILL: ANALYZE DETAILS

Equiano's readers had little contact with slavery. He chose powerful **descriptive details** to bring the experience to life.

The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us.

To reach his readers, Equiano uses

- **sensory details**, ones that appeal to the five senses
- descriptions of his own reactions
- **anecdotes**, brief stories that support his points

As you read, use a chart like the one shown to record effective examples of each kind of detail.

Sensory Details	Reactions	Anecdotes

VOCABULARY IN CONTEXT

Equiano used the following words in his argument against slavery. Restate each phrase, using a different word or words for the boldfaced term.

1. **copious** amounts of rain, causing a flood
2. the **nominal** boss, but with no real authority
3. her **countenance** betraying her fear
4. cruel rulers acting without worry or **scruple**
5. to our **consternation**, revealed all our plans
6. deadly effects of **pestilential** beetles

Explore the Key Idea

What does it mean to be a SLAVE?

KEY IDEA From the 1500s to the 1800s, millions of Africans were enslaved to work in the Americas. Their experiences have been documented in books and portrayed in films. What do you know about the realities of **slavery**?

TEST YOURSELF Decide whether each statement is true or false. Think about the facts or impressions that helped you choose your answer.

SLAVERY: Fact or Fiction

1. Slavery was a common practice in Africa.
☐ TRUE ☒ FALSE
2. No Africans participated willingly in the slave trade.
☐ TRUE ☒ FALSE
3. Most enslaved Africans were brought to North America.
☐ TRUE ☒ FALSE
4. Captured Africans were packed like cargo into slave ships.
☐ TRUE ☒ FALSE
5. Slave traders typically sold families as a single group.
☐ TRUE ☒ FALSE

THE INTERESTING NARRATIVE *of the Life of Olaudah Equiano*

OLAUDAH EQUIANO

BACKGROUND As European colonies in the Americas expanded, so did the slave trade. Slaves were captured in Africa, then taken by ship to the West Indies—a journey called the Middle Passage. For two months, Africans lay tightly chained in storage compartments with hardly enough air to breathe. Millions died from bad food, harsh treatment, disease, and despair. Olaudah Equiano is one of the few to describe this horrific journey.

When Olaudah Equiano was 11 years old, he and his sister were kidnapped while the adults in his village were working in the fields. After being forced to travel for several days, Equiano and his sister were separated. For the next six or seven months, Equiano was sold several times to African masters in different countries. He was eventually taken to the west coast of Africa and carried aboard a slave ship bound for the West Indies.

ANALYZE VISUALS

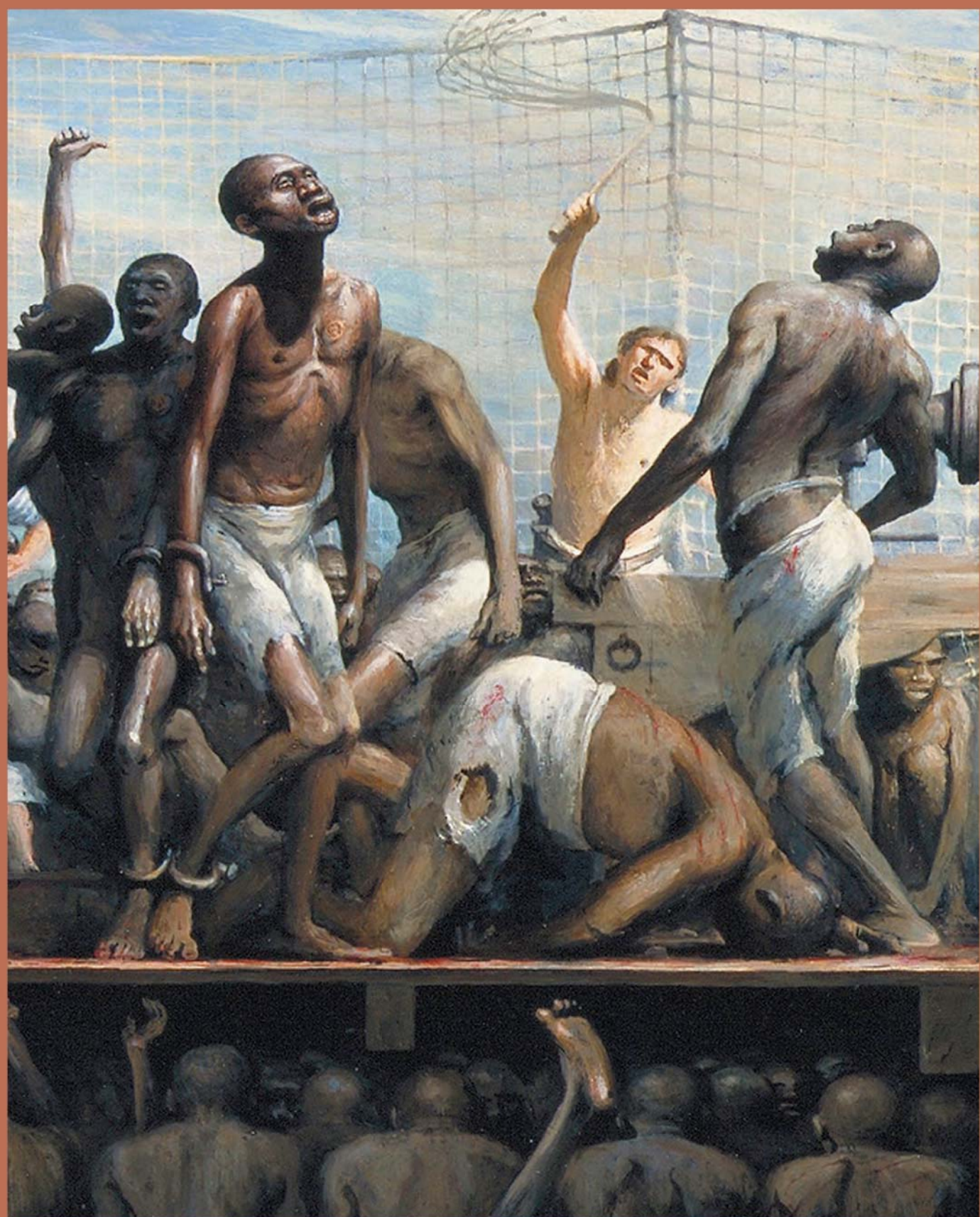
Describe the mood of this painting. What does the image reveal about the conditions on board a slave ship?

A SLAVE NARRATIVE

Note Equiano's use of **first-person point of view** in lines 1–8. In what ways might this description be startling to Equiano's mostly European audience?

The first object which saluted my eyes when I arrived on the coast, was the sea, and a slave ship, which was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board. I was immediately handled, and tossed up to see if I were sound, by some of the crew; and I was now persuaded that I had gotten into a world of bad spirits, and that they were going to kill me. Their complexions, too, differing so much from ours, their long hair, and the language they spoke (which was very different from any I had ever heard), united to confirm me in this belief. **A** Indeed, such were the horrors of my views and fears at the moment, that, if ten thousand worlds had been my own, I would have freely parted with them all to

Detail of *The Slave Ship* (1956), Robert Riggs.
N.A. Courtesy of Les Mansfield,
Cincinnati, Ohio.



have exchanged my condition with that of the meanest slave¹ in my own country. When I looked round the ship too, and saw a large furnace of copper boiling, and a multitude of black people of every description chained together, every one of their **countenances** expressing dejection and sorrow, I no longer doubted of my fate; and, quite overpowered with horror and anguish, I fell motionless on the deck and fainted. When I recovered a little, I found some black people about me, who I believed were some of those who had brought me on board, and had been receiving their pay; they talked to me in order to cheer me, but all in vain. I asked them if we were not to be eaten by those white men with horrible looks, red faces, and long hair. They told me I was not, and one of the crew brought me a small portion of spirituous liquor in a wine glass; but, being afraid of him, I would not take it out of his hand. One of the blacks, therefore, took it from him and gave it to me, and I took a little down my palate, which, instead of reviving me, as they thought it would, threw me into the greatest **consternation** at the strange feeling it produced, having never tasted any such liquor before. Soon after this, the blacks who brought me on board went off, and left me abandoned to despair. **B**

I now saw myself deprived of all chance of returning to my native country, or even the least glimpse of hope of gaining the shore, which I now considered as friendly; and I even wished for my former slavery in preference to my present situation, which was filled with horrors of every kind, still heightened by my ignorance of what I was to undergo. I was not long suffered to indulge my grief; I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life; so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and, on my refusing to eat, one of them held me fast by the hands, and laid me across, I think, the windlass,² and tied my feet, while the other flogged³ me severely. I had never experienced anything of this kind before, and, although not being used to the water, I naturally feared that element the first time I saw it, yet, nevertheless, could I have got over the nettings,⁴ I would have jumped over the side, but I could not; and besides, the crew used to watch us very closely who were not chained down to the decks, lest we should leap into the water; and I have seen some of these poor African prisoners most severely cut, for attempting to do so, and hourly whipped for not eating. This indeed was often the case with myself. In a little time after, amongst the poor chained men, I found some of my own nation, which in a small degree gave ease to my mind. I inquired of these what was to be done with us? They gave me to understand, we were to be carried to these white people's country to work for them. I then was a little revived, and thought, if it were no worse than working, my situation was not so desperate; but still I feared

countenance
(koun'tə-nəns) *n.*
appearance, especially the expression of the face

consternation
(kɒn'stər-nā'shən) *n.*
a state of paralyzing dismay; fear

B ANALYZE DETAILS
Reread lines 1–26. What details reinforce Equiano's impression that he has been captured by bad spirits?

1. **the meanest slave:** the poorest or most wretched slave.

2. **windlass** (wɪnd'læs): a device for raising and lowering a ship's anchor.

3. **flogged:** beat with a whip or rod.

4. **nettings:** networks of small ropes on the sides of a ship that were used for various purposes, such as stowing sails. On slave ships, the nettings helped keep the slaves from jumping overboard.

I should be put to death, the white people looked and acted, as I thought, in so savage a manner; for I had never seen among any people such instances of brutal cruelty; and this not only shown towards us blacks, but also to some of the whites themselves. One white man in particular I saw, when we were permitted to be on deck, flogged so unmercifully with a large rope near the foremast,⁵ that he died in consequence of it; and they tossed him over the side as they would have done a brute. This made me fear these people the more; and I expected nothing less than to be treated in the same manner. I could not help expressing my fears and apprehensions to some of my countrymen; I asked them if these people had no country, but lived in this hollow place (the ship)? They told me they did not, but came from a distant one. “Then,” said I, “how comes it in all our country we never heard of them?” They told me because they lived so very far off. I then asked where were their women? had they any like themselves? I was told they had. “And why,” said I, “do we not see them?” They answered, because they were left behind. I asked how the vessel could go? They told me they could not tell; but that there was cloth put upon the masts by the help of the ropes I saw, and then the vessel went on; and the white men had some spell or magic they put in the water when they liked, in order to stop the vessel. I was exceedingly amazed at this account, and really thought they were spirits. I therefore wished much to be from amongst them, for I expected they would sacrifice me; but my wishes were vain—for we were so quartered that it was impossible for any of us to make our escape. . . . **D**

At last, when the ship we were in, had got in all her cargo, they made ready with many fearful noises, and we were all put under deck, so that we could not see how they managed the vessel. But this disappointment was the least of my sorrow. The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship’s cargo were confined together, it became absolutely **pestilential**. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced **copious** perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died. . . . This wretched situation was again aggravated by the galling⁶ of the chains. . . . The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable. Happily perhaps, for myself, I was soon reduced so low here that it was thought necessary to keep me almost always on deck; and from my extreme youth I was not put in fetters. In this situation I expected every hour to share the fate of my companions, some of whom were almost daily brought upon deck at the point of death, which I began to hope would soon put an end to my miseries. . . . **E**

One day they had taken a number of fishes; and when they had killed and satisfied themselves with as many as they thought fit, to our astonishment who

C GRAMMAR AND STYLE

Reread lines 54–57. Note how Equiano uses **adverb clauses**, such as “when we were permitted to be on deck,” to modify verbs and adverbs in the sentence.

D SLAVE NARRATIVE

Look back at lines 48–52. What does Equiano’s reaction reveal about the way he regards slavery?

pestilential
(pēs’tē-lēn’shel) *adj.*
deadly; poisonous

copious (kō’pē-əs) *adj.*
in large amounts; abundant

E ANALYZE DETAILS

What details in lines 75–85 does Equiano use to describe conditions below decks?

5. **foremast** (fôr’mest): the mast (tall pole that supports sails and rigging) nearest the forward end of a sailing ship.

6. **galling**: rubbing or chafing, enough to produce sores.

were on deck, rather than give any of them to us to eat, as we expected, they tossed the remaining fish into the sea again, although we begged and prayed for some as well as we could, but in vain; and some of my countrymen, being pressed by hunger, took an opportunity, when they thought no one saw them, of trying to get a little privately; but they were discovered, and the attempt procured them some very severe floggings. One day, when we had a smooth sea and moderate wind, two of my wearied countrymen who were chained together (I was near
 100 them at the time), preferring death to such a life of misery, somehow made through the nettings and jumped into the sea; immediately, another quite dejected fellow, who, on account of his illness, was suffered to be out of irons, also followed their example; and I believe many more would very soon have done the same, if they had not been prevented by the ship's crew, who were instantly alarmed. . . .

During the rest of his voyage to the West Indies, Equiano continued to endure hardships. After the ship anchored on the coast of Barbados, Equiano and the other slaves were brought ashore and herded together in a slave merchant's yard to be sold.

We were not many days in the merchant's custody, before we were sold after their usual manner, which is this: On a signal given (as the beat of a drum), the buyers rush at once into the yard where the slaves are confined, and make choice of that parcel⁷ they like best. The noise and clamor with which this is attended, and the eagerness visible in the countenances of the buyers, serve not a little to
 110 increase the apprehension of terrified Africans, who may well be supposed to consider them as the ministers of that destruction to which they think themselves devoted. In this manner, without **scruple**, are relations and friends separated, most of them never to see each other again. I remember, in the vessel in which I was brought over, in the men's apartment, there were several brothers, who, in the sale, were sold in different lots; and it was very moving on this occasion, to see and hear their cries at parting. O, ye **nominal** Christians! might not an African ask you—Learned you this from your God, who says unto you, Do unto all men as you would men should do unto you? Is it not enough that we are torn from our country and friends, to toil for your luxury and lust of gain? Must every tender
 120 feeling be likewise sacrificed to your avarice? Are the dearest friends and relations now rendered more dear by their separation from their kindred, still to be parted from each other, and thus prevented from cheering the gloom of slavery, with the small comfort of being together, and mingling their sufferings and sorrows? Why are parents to lose their children, brothers their sisters, or husbands their wives? Surely, this is a new refinement in cruelty, which . . . thus aggravates distress, and adds fresh horrors even to the wretchedness of slavery. ❧ F

scruple (skrōō'pəl) *n.*
 feeling of uneasiness or
 guilt that keeps a person
 from doing something

nominal (nōm'ə-nəl) *adj.*
 in name but not in reality

F SLAVE NARRATIVE
 What point is Equiano
 making in lines 116–118?
 To what emotions is he
 appealing?

7. **parcel**: a group of slaves offered for sale as one "package."

Comprehension

1. **Recall** Who has brought Equiano to the slave ship?
2. **Recall** What does Equiano think will happen to him when he is brought on board ship?
3. **Clarify** What does Equiano mean when he refers to “nominal Christians”?

Literary Analysis

4. **Analyze Descriptive Details** Review the chart you made while reading. Identify the details that had the strongest impact on you as a reader. Why were those details so effective?
5. **Make Inferences About Cultural Context** Equiano portrays himself as an African encountering Europeans for the very first time. By describing his shocked and confused responses to the men of this different culture, Equiano reveals clues about African beliefs and customs. In each example, what inferences can you make about the narrator’s cultural context?
 - his fears of white men (lines 18–20)
 - how he responds to fellow Africans (lines 20–23)
 - his questions about the ship (lines 59–68)
 - his reactions to cruelty around him (lines 50–57 and 91–95)
6. **Compare and Contrast** Like Cabeza de Vaca, Equiano describes a journey to the Americas. In what ways does his narrative resemble *La Relación*? Identify at least two similarities and two differences.
7. **Synthesize Information** Review your answers to the quiz about **slavery** that you took before reading Equiano’s narrative. What facts or details in his account most surprised you? Correct your quiz answers to reflect what you learned.
8. **Evaluate a Slave Narrative** Some historians have questioned whether Equiano’s narrative is authentic. Read the information on this debate in the author’s biography on page 78. Based on the issues raised, what you have learned about slave narratives, and your own reading, make an argument for or against the historical value of Equiano’s account. Support your answer with details.

Literary Criticism

9. **Biographical Context** In 1775, just 14 years before writing his life story, Equiano bought slaves to work on his Central American plantation. He explained his actions by saying he did what he could “to comfort the poor creatures, and render their condition easy.” Do you find this explanation consistent with the views of slavery put forth in *The Interesting Narrative*? Cite evidence from the text to support your answer.