

**All of this work will be turned in for a grade when we return to school.**

## **Finding Text Evidence**

Finding Text Evidence Frederick Douglass (1818-1895) was born into slavery in Maryland. As an adult, he escaped into freedom. He became a writer, orator and advocate for the abolition of slavery. In 1845, 16 years before the start of the Civil War, Douglass published his autobiography, *Narrative of the Life of Frederick Douglass, An American Slave*. In this passage from Chapter VIII, Douglass is a 10 year old slave.

In a very short time after I went to live at Baltimore, my old master's youngest son Richard died; and in about three years and six months after his death, my old master, Captain Anthony, died, leaving only his son, Andrew, and daughter, Lucretia, to share his estate. He died while on a visit to see his daughter at Hillsborough. Cut off thus unexpectedly, he left no will as to the disposal of his property. It was therefore necessary to have a valuation of the property, that it might be equally divided between Mrs. Lucretia and Master Andrew. I was immediately sent for, to be valued with the other property. Here again my feelings rose up in detestation of slavery. I had now a new conception of my degraded condition. Prior to this, I had become, if not insensible to my lot, at least partly so. I left Baltimore with a young heart overborne with sadness, and a soul full of apprehension. I took passage with Captain Rowe, in the schooner *Wild Cat*, and, after a sail of about twenty-four hours, I found myself near the place of my birth. I had now been absent from it almost, if not quite, five years. I, however, remembered the place very well. I was only about five years old when I left it, to go and live with my old master on Colonel Lloyd's plantation; so that I was now between ten and eleven years old. We were all ranked together at the valuation. Men and women, old and young, married and single, were ranked with horses, sheep, and swine. There were horses and men, cattle and women, pigs and children, all holding the same rank in the scale of being, and were all subjected to the same narrow examination. Silvery-headed age and sprightly youth, maids and matrons, had to undergo the same indelicate inspection. At this moment, I saw more clearly than ever the brutalizing effects of slavery upon both slave and slaveholder.

In the passage, Douglass explains that slavery was humiliating. Cite an example from the text that most clearly supports this idea.

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Find one additional text example that also supports the idea that slavery was humiliating.

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### **Analyzing O! Pioneers**

Willa Cather's 1910 novel, *O! Pioneers*, follows a Swedish family of farmers in Nebraska. In this passage, John Bergson is dying and worries about what will become of his wife and young children. Alexandra is the oldest Bergson child.

Alexandra, her father often said to himself, was like her grandfather; which was his way of saying that she was intelligent. John Bergson's father had been a shipbuilder, a man of considerable force and of some fortune. Late in life he married a second time, a Stockholm woman of questionable character, much younger than he, who goaded him into every sort of extravagance. On the shipbuilder's part, this marriage was an infatuation, the despairing folly of a powerful man who cannot bear to grow old. In a few years his unprincipled wife warped the probity of a lifetime. He speculated, lost his own fortune and funds entrusted to him by poor seafaring men, and died disgraced, leaving his children nothing. But when all was said, he had come up from the sea himself, had built up a proud little business with no capital but his own skill and foresight, and had proved himself a man. In his daughter, John Bergson recognized the strength of will, and the simple direct way of thinking things out, that had characterized his father in his better days. He would much rather, of course, have seen this likeness in one of his sons, but it was not a question of choice. As he lay there day after day he had to accept the situation as it was, and to be thankful that there was one among his children to whom he could entrust the future of his family and the possibilities of his hard-won land.

#### Discuss the Meaning

Alexandra shares personal qualities with her grandfather. What are these qualities and how will they help the Bergson family survive after her father dies? Cite text examples to support your ideas.

#### What's the Purpose?

#### FDR's Pearl Harbor Speech

On December 7, 1941, the Japanese aircraft and naval ships attacked the U.S. military at Pearl Harbor on the island of Oahu in Hawaii. Over 2,400 people were killed and the U.S. lost a large

number of ships and aircraft. The next day, President Franklin Roosevelt addressed a Joint Session of Congress, which was broadcast to the American people. The text on the right is the beginning of his speech.

Yesterday, December 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a recent American message. While this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack. It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

Determine the Purpose

From reading the passage, what do you think was the purpose of President's Roosevelt's speech? Explain in detail.

Day 4. Define the following terms.

Simile \_\_\_\_\_

Metaphor \_\_\_\_\_

Personification \_\_\_\_\_

Hyperbole \_\_\_\_\_

Alliteration \_\_\_\_\_

Onomatopoeia \_\_\_\_\_

Day 5. In your own words, Give an example of each of the terms listed above.

Simile \_\_\_\_\_

Metaphor \_\_\_\_\_

Personification \_\_\_\_\_

Hyperbole \_\_\_\_\_

Alliteration \_\_\_\_\_

Onomatopoeia \_\_\_\_\_