HW: translate the writer's words -- sentence by sentence in your own words

FDouglass Learning to Read and Write

Students will NUMBER the paragraphs of the reading.

1. THE MISTRESS: Read out loud first two paragraphs (par 1 and 2).
* Who is the mistress? What does that mean?
* Why does he start his chapter by devoting three full paragraphs to her?
* If she turns out to be so vicious, why does he so forcefully defend her humanity?
* How would you understand the hierarchy of power on the plantation?
* Where does the mistress fit in the **hierarchy of power**?

MORE QUESTIONS:

1. After the young Douglass loses his mistress as his teacher, what strategies does he practice to continue learning to read?  Who does he turn to for help?  How does he persuade them to help him? How is this an example of resilience (look up this word)?
2. What is the *effect* of Douglass’s own reading, in general, for him?  Reread paragraphs five and six.  Douglass’s narrative here focuses on a book that *saved* him. In responding to this question, look carefully at how he describes his reading of both “The Columbia Orator,” and Sheridan’s speeches about Catholic emancipation.
3. What does Douglass mean when he says that “learning to read had been a curse rather than a blessing” (paragraph 6)?  Furthermore, what does he mean when he says that “freedom...was ever present to torment me” (same paragraph)?  Is there a downside to becoming literate?  What might that be?
4. Reread paragraph 7 and describe the process Douglass goes through to learn the word "abolition."  How does this process explain why the author's mistress found his reading newspapers so threatening?
5. Look carefully at the various strategies D used to learn how to write (final paragraphs). What are they, and what do they suggest about the relationships between literacy and social power?
6. If the mistress turns out to be so vicious, why does Douglass spend so much time defending her humanity? Why does he start his chapter by devoting three full paragraphs to her?
7. In P. 5 what inspiration does the young Douglass draw from the dialogue between master and slave? First explain what their conversation is about (summarize it briefly) and then discuss its significance for the young Douglass. Make sure you understand “emancipation.”

RLW Qs:

1. What does *resilience* mean? How would you say that Douglass is resilient?
2. What single challenge / hardship / struggle does Douglass focus on? (do not say slavery, that is too general an answer)
3. Timeline: When was this in his life? Place: Where was he when he had this struggle?
4. Think back on your OLab HW 3 on Douglass and Resilience. You were asked was to write about a time in your educational journey when you were resilient. What single specific challenge / hardship / struggle did you focus on? When and where was this in your life? Name one particular strategy you used to overcome this struggle? Can you describe how you used this strategy. Notice I am guiding you to be more SPECIFIC.

Today we had a good discussion on “Learning How to Read and Write” by Douglass.  Thanks to everyone who added their voices.

* We discussed the way he introduced his essay by describing the mistress and why he might have wanted to start this way.
* We discussed the hierarchy of power under the system of slavery.
* We discussed strategies he used to achieve his goal of learning to read and write.
* We focused on specific quotes from the text.
* We analyzed why these quotes were significant.
* GROUP ONE SHOULD HAVE POSTED THEIR VOCAB WORK ON GOOGLE DRIVE in the Class Work Folder, so you can look there for Vocabulary help.

Here are the questions we worked on in Groups:

Q2. What is the effect of Douglass’s own reading, in general, for him? **Reread paragraphs 5 and 6**.  In responding to this question, look carefully at how he describes his reading of both “The Columbia Orator,” and Sheridan’s speeches about Catholic emancipation.

Q3. What does Douglass mean when he says that “learning to read had been a curse rather than a blessing” **(paragraph 6)?**Furthermore, what does he mean when he says that “freedom...was ever present to torment me” (same paragraph)?  In other words, is there a downside to becoming literate?  What might that be?

Q4. Reread **paragraph 7** and describe the process, or the steps, Douglass goes through to learn the word "abolition."  How does this process explain why the author's mistress found his reading newspapers so threatening?

Also, we talked about resilience which we decided means never giving up when things are tough. Let’s add that resilience also means being able to bounce back.  Douglass’s education narrative is an example of resilience.

**OUTLINE**

**FOCUS ON Significant Event in Douglass’s Educational Journey: How He Learned to Read / Write**

1. **Hook/Intro Profile of Mistress (3 full paragraphs)**
2. **Change from kind to cruel**
3. **Description of her actions**

**1. Teaching ABC**

1. **Snatching newspaper**
2. **Tone of sympathy – not her fault, Slavery or the System’s fault**
3. **Stratagems**
4. **Trading bread with “urchins” “bread of knowledge?**
5. **Always carrying book**
6. **Book that saved him: Columbia Orator**
7. **Copying Master Thomas copybook**
8. **Effect of learning to read and write ON HIM**
9. **Torment**
10. **Hope, Vision, Possibility**
11. **Resolution: Escape**
12. **Purpose of this narrative is:**
13. **Show how he learned**
14. **Show the evils of Slavery as in Institution**