

Name: _____

Date: _____

Reading Check Chapter 1

Narrative of The Life of Frederick Douglass, An American Slave

1. Who was Frederick Douglass's father?
2. What did the slave owner do to keep the baby slaves on his farm?
3. Why didn't Douglass know the mother who had given birth to him?
4. How did the slave owner's wife feel about the slave children fathered by her husband?
5. How did Hester and Lloyd Ned feel about each other, and where did each live?

Name: _____

Date: _____

Reading Check Chapter 2

Narrative of The Life of Frederick Douglass, An American Slave

1. What did the enslaved sailors on the sloop *Sally Lloyd* get to see that was considered to be a privilege.?
2. What did the children who were slaves have to wear?
3. What happened if the children lost the shirt they had to wear?
4. Who replaced Mr. Severe as overseer, and how was the new overseer different from Mr. Severe?
5. In what way was the Great House more like a business in appearance than were the surrounding farms?
6. Why did the enslaved workers sing most when they were unhappy, according to Douglass?

Name: _____

Date: _____

Reading Check Chapter 3

Narrative of The Life of Frederick Douglass, An American Slave

1. Why did the colonel tar the fence around the orchard?
2. How did Colonel Lloyd judge whether or not his horses were well cared for?
3. Why did the enslaved people praise their “masters”?
4. What word describes the attitude toward other farms that made enslaved people say their “master” was better than someone else’s?

Name: _____

Date: _____

Reading Check Chapter 4

Narrative of The Life of Frederick Douglass, An American Slave

1. What did Mr. Gore believe about the punishment of slaves?
2. Why did Mr. Gore not seem to feel guilty, according to Douglass?
3. What did other overseers and slave owners in the community think of Mr. Gore in terms of his abilities as an overseer?
4. What did Colonel Lloyd and Mr. Gore believe about justice between slaves and masters?

Name: _____

Date: _____

Reading Check Chapter 5

Narrative of The Life of Frederick Douglass, An American Slave

1. How well or poorly did Douglass sleep and eat?
2. Why did Douglass scrub himself and his clothes thoroughly before going to Baltimore?
3. Why did Douglass continue to look for a place he could move to, even though he liked Baltimore?
4. What country in Europe was Baltimore most like?
5. What did Douglass consider to be unusual about the face of his new “mistress” when he first met her?

Name: _____

Date: _____

Reading Check Chapter 6

Narrative of The Life of Frederick Douglass, An American Slave

1. How did the “mistress” feel about “crouching servility” in her slaves?
2. What did Douglass realize when he heard the slave owner explain why slaves should not be taught to read?
3. Why did crowded conditions in the city affect the way enslaved servants were treated by their “masters” in public?
4. Why did Mrs. Hamilton abuse the slave Mary so much?

Name: _____

Date: _____

Reading Check Chapter 7

Narrative of The Life of Frederick Douglass, An American Slave

1. Why was Douglass not as hungry as the poor white boys in the Auld neighborhood?
2. What social code had the Aulds broken that, if known by others, would have enraged the other slaveholders?
3. What did Douglass learn from his reading about what happened in Africa to make him a slave?
4. How did Douglass learn about the abolition movement?
5. Why didn't Douglass ask the friendly Irishmen to help him to escape?
6. Why did Douglass learn how to forge (imitate) signatures?
7. Why did Douglass have penmanship contests using chalk and walls with the poor white boys?

Name: _____

Date: _____

Reading Check Chapter 8

Narrative of The Life of Frederick Douglass, An American Slave

1. What happened after Douglass's master died without leaving a will?
2. What was a *valuation* of the slaves?
3. What did Douglass's grandmother do for Master Auld while he was alive?
4. Why couldn't Douglass's grandmother's family come to care for her in her old age?
5. How did Master Hugh feel about having Douglass with him?

Name: _____

Date: _____

Reading Check Chapter 9

Narrative of The Life of Frederick Douglass, An American Slave

1. How did the slaves get food when they were given none?
2. Why did Douglass start his Sabbath school?
3. What happened to the Sabbath school? Why did this happen?
4. How did certain slaveholders use religion as a justification for cruelty to slaves?
5. According to Douglass, what was the difference between someone who was cruel and someone who was both cruel and a hypocrite?
6. After he became knowledgeable about slaveholders, why was Douglass unwilling to be submissive toward them.
7. What made Douglass glad he was with Covey, even though Covey was a “slavebreaker”?

Name: _____

Date: _____

Reading Check Chapter 10 Part A

Narrative of The Life of Frederick Douglass, An American Slave

1. How did Douglass succeed at Covey's?
2. Why did Thomas send Douglass back to Covey's despite the abuse?
3. How was Sandy, with his free wife and his kindness, an inspiration to Douglass?
4. When he saw that Thomas was no help to him with the Covey problem, what happened to Douglass's determination to be free?

Name: _____

Date: _____

Reading Check Chapter 10 Part B

Narrative of The Life of Frederick Douglass, An American Slave

1. What was the purpose of the holidays in the slaveholders' view?
2. Were the nonreligious slaveholders kinder or crueler toward the slaves than the religious ones?
3. What did the Harris men enjoy learning from Douglass?
4. What gave the men courage to face scorpions, bullets, drowning, and starvation to escape slavery?
5. What did Auld do instead of sending Douglass to be sold in Alabama?
6. Why was Douglass important to Hugh even when he became an apprentice rather than a slave?

Name: _____

Date: _____

Reading Check Chapter 11

Narrative of The Life of Frederick Douglass, An American Slave

1. Why did the press and publicity become a problem for Douglass?
2. When Douglass paid him late and was gone all night, what did Thomas suspect?
3. In New York, there was great danger to fugitive (escaped) slaves. Why?
4. What was Douglass's impression of the New Bedford community?
5. Why did Douglass not want to speak to white people?

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 1

Choose the word that best completes each of these sentences.

1. When an enslaved person was being whipped, the other slaves would often be forced to watch the _____ scene.
 - a. gaunt
 - b. dory
 - c. gory
 - d. hoary

2. It might be considered _____ for a slave to make eye contact with a slave owner.
 - a. inevitable
 - b. infernal
 - c. pertinent
 - d. impertinent

3. The effect of his violent outburst against the child was to _____ her affection for him.
 - a. blunt
 - b. blur
 - c. bludgeon
 - d. blot

4. That _____ odor coming from the backyard turned out to be a dead cat.
 - a. inevitable
 - b. infernal
 - c. infertile
 - d. inverted

5. His raised eyebrow gave Marie the _____ that he doubted what he was hearing.
 - a. instigation
 - b. temerity
 - c. intimidation
 - d. intimation

6. If that puppy continues to eat weeds and trash, his sickness is _____.
 - a. infernal
 - b. inevitable
 - c. impertinent
 - d. avoidable

7. Examples of Mickey's _____ include tearing wings off butterflies and making hideous faces at small children.
 - a. odiousness
 - b. hideousness
 - c. conjecture
 - d. haggardness

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 2

Choose the word that best completes each of these sentences.

1. Hardened in wrongdoing, stubborn
 - a. obdurate
 - b. obstinate
 - c. obedient
 - d. obsidian

2. Incoherent talk; also, the specialized language of a particular group
 - a. gobbledygook
 - b. jargon
 - c. dialect
 - d. jugular

3. Lack of cultivation or familiarity with civilization, savagery
 - a. biliousness
 - b. bombast
 - c. barbarity
 - d. hilarity

4. To value greatly
 - a. astern
 - b. estimate
 - c. evince
 - d. esteem

5. To show clearly
 - a. evince
 - b. obdurate
 - c. obviate
 - d. envision

6. To plan secretly
 - a. conspire
 - b. contract
 - c. conscript
 - d. aspire

7. Extremely wicked or cruel
 - a. ineffable
 - b. fiendish
 - c. squeamish
 - d. inconsiderate

8. Expressing overwhelming emotion
 - a. sentimental
 - b. rabid
 - c. incoherent
 - d. rapturous

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 3

Circle the word that best completes each of these sentences.

1. Stanley sold all his (equipage, reportage) for shining shoes and bought a lawnmower when he moved to the suburbs.
2. Cher is an excellent mechanic, but one cruel customer was able to (defuse, defile) her reputation all over town.
3. Hannah will (brook, bank) no interruptions when she is painting a portrait.
4. Sometimes a police force will use pepper spray to (oppress, suppress) a riot.
5. John began to (disintegrate, execrate) his younger brother for being disrespectful to their mother.
6. Phyllis's interest in his coin collection is a clever (stratagem, stratiform) for getting Mario's attention.
7. Because Gabe's (supposition, imposition) is that Claire will arrive late, he tells her that the train is leaving a half hour before its scheduled departure time.
8. A favorite (axon, maxim) of Robert's is "Seize the day."
9. Cassie began to (imbibe, elude) her older sister's habit of making her bed every morning.

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Choose the definition that best matches each vocabulary word.

- 10. defile _____
- 11. suppress _____
- 12. supposition _____
- 13. execrate _____
- 14. stratagem _____
- 15. brook _____
- 16. imbibe _____
- 17. equipage _____
- 18. maxim _____

- a. A rule of conduct expressed as a saying or proverb
- b. To denounce, to declare to be hateful
- c. Equipment, materials, often for military purposes
- d. An assumption, something supposed
- e. Clever scheme for achieving an objective
- f. To pollute, make filthy
- g. Put up with, tolerate
- h. To drink, to take in
- i. To put down, especially by force

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 4

Write a sentence for each vocabulary word.

1. indispensable
2. perpetrator
3. impudence
4. subversion
5. immutable
6. grave
7. homage
8. servile

Answer the questions about each vocabulary item.

9. What is a synonym for the word *indispensable*?
10. What is an antonym for the word *indispensable*?
11. What is a synonym for the word *perpetrator*?
12. What is an antonym for the word *perpetrator*?
13. What is a synonym for the word *impudence*?
14. What is an antonym for the word *impudence*?
15. What is an antonym for the word *servile*?
16. What is an antonym for the word *immutable*?

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

17. What is a synonym for the word *immutable*?
18. What is a synonym for the word *homage*?
19. What is a synonym for the word *grave*?
20. What is a synonym for the word *subversion*?

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 5

Numbers 1 to 9. Use the vocabulary words in the list below to complete the story.

ecstasy

eloquent

severe

fluent

galling

providence

consolation

egotistical

ridicule

Paulo was tired of being the subject of _____ at his cousins' home because they spoke Spanish, and he did not. Paulo was an extremely _____ young man, and his cousins' _____ laughter had caused _____ damage to his self-esteem. The fact that he was _____ in English was no _____ either.

Then one day, _____ delivered Paulo away from his predicament and toward the _____ of romantic love. A young Spanish-speaking woman began to visit his cousins' house when he was there and to use _____ Spanish language in praise of him. At first he could take no _____ from these speeches because he did not understand them. Soon, however, because of his growing affection for her, he began to learn and to speak her language.

Choose the word that best completes each of these sentences.

10. My terrier bounces in (ecstasy, excision) when he sees me come in the door.
11. With trees falling and shutters banging, we knew the storm was (revere, severe) without the weather report.
12. In *Titanic*, the heroine stands with arms outstretched on the (bow, brow) of the ship.
13. A cup of water and a gentle voice will give the child some (insulation, consolation) after the loss of her pet.
14. One of Lincoln's most (elegant, eloquent) speeches, though a very short one, was the Gettysburg Address.

Name: _____

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Narrative of The Life of Frederick Douglass, An American Slave

15. A group of dolphins leapt and danced (daft, aft) of the boat in her wake.
16. A language instructor once said that one has to be raised in France in order to be a (fluent, fluid) French speaker.
17. A violin out of tune is a (galling, gelling) sound to a musician's ears.
18. With the gift of (prudence, providence), Melinda and Charlie started a successful bed and breakfast at Melinda's mother's birthplace.
19. Muhammad Ali was quite (egotistical, elyptical) during the height of his boxing career, but his confidence probably helped him succeed.
20. Clarence had to put up with (reticule, ridicule) from his classmates when he rode the unicycle to school.

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 6

Write a definition for each of these vocabulary words.

1. impudent, adjective
2. tranquil, adjective
3. accord, noun
4. discord, noun
5. perplexing, adjective
6. shun, verb
7. vestige, noun
8. lacerated, past participle
9. odium, noun
10. emaciated, adjective

Write either a synonym or an antonym for each of these vocabulary words.

- | | |
|----------------|---------------|
| 11. impudent | 17. vestige |
| 12. tranquil | 18. lacerated |
| 13. accord | 19. odium |
| 14. discord | 20. emaciated |
| 15. perplexing | |
| 16. shun | |

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 7

Choose the word that best completes each of these sentences.

1. A dog may allow itself to be treated like (chattel, chatter), but a cat belongs to itself.
2. The virtue most valued by a banker is (impudence, prudence).
3. When she found that wealth did not give her the happiness she craved, the young teacher chose to (invest, divest) herself of all her property and join the Peace Corps.
4. Despite his (abdication, apprehension), Michael's manuscript was accepted, and he became a published poet.
5. Sondra is an (apt, arid) medical student, but she is having trouble paying her tuition.
6. In *The Scarlet Pimpernel*, an (urgent, urchin) changes places with a young royal to whom he bears a strong resemblance.
7. We were able to (console, conceal) Bonnie by allowing her to audition for the play.
8. After three days, the blizzard raged on (unindented, unabated) in northern Kentucky.
9. By the end of the winter, Penelope had begun to (abate, abhor) her daily oatmeal with raisins.
10. Both of our cats (soothe, loathe) the water, but they will play in the sand near the shoreline.
11. One day, Marisa dumped a can of thick, dark green paint on her head, and she was completely (wretched, wrecked).
12. With ice all over them, the steep marble steps were (treacherous, tremulous).

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Answer the questions about each vocabulary word.

13. What is an antonym of the word *divest*?
14. What is an antonym of the word *apprehension*?
15. What is a synonym of the word *apt*?
16. What is a synonym of the word *prudence*?
17. What is an antonym of the word *console*?
18. What is a synonym of the word *unabated*?
19. What is an antonym of the word *loathe*?
20. What is an antonym of the word *wretched*?

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 8

Choose the word that best completes each of these sentences.

1. With its sails billowed and its bow high against the wind, a (schooner, steamer) is very much like a bird in flight.
2. One way to (render, sunder) a lobster shell is with your bare hands.
3. Cheryl will try one more (entreaty, entrail), and then she will give up on getting permission to drive a motorcycle.
4. Because he is a (bounteous, righteous) man, Karl would not allow the others to tease the new student.
5. Those pale yellow roses will be gorgeous in a vase next to the black tile (hart, hearth).
6. On first seeing her long-lost sister, Millie's emotions were (unalterable, unutterable).
7. Tim is known for his late nights at expensive clubs, and his (dissertation, dissipation) makes him very popular with the waiters.
8. Because of his (profligate, proletariat) spending, we decided not to send Jordan to buy supplies for the stage set.

Answer the questions about each vocabulary word.

9. What is an antonym for the word *profligate*?
10. What is an antonym for the word *sunder*?
11. What is a synonym for the word *sunder*?
12. What is a synonym for the word *profligate*?
13. What is a synonym for the word *entreaty*?

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

14. What is an antonym for the word *dissipation*?
15. What is a synonym for the word *unutterable*?
16. What is a synonym for the word *hearth*?
17. What is a synonym for the word *righteous*?
18. What is an antonym for the word *righteous*?
19. What is a synonym for the word *dissipation*?
20. What is an antonym for the word *unutterable*?

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 9

Choose the word that best completes each sentence.

1. Because of the long absence of the men during the war, thousands of women and children became (dissolute, destitute).
2. Upperclassmen enjoy the opportunity to express their (content, contempt) for those in younger classes.
3. If Miguel were not so (frigid, rigid) about his diet, it would be much more pleasant to share meals with him.
4. If you write a check for money that is not in your bank account, you are committing bank (fraud, laud).
5. Melinda has always been a (frightful, fretful) person, and now that she really has something to worry about, she seems no more anxious than usual.
6. Our swimming coach does not allow (lagging, lax) behavior such as breaking out of lanes or stopping short of the end of the pool.
7. Her (sanctity, sanction) against sloppy swimming is ten minutes out of the pool.
8. Benjamin Franklin and Sojourner Truth were both known for their (sagacity, acidity).
9. Carrie's (intention, pretension) to being a camper got her a night of shivering and scratching under the stars.
10. A praying mantis does not actually feel (piety, parity) when it puts its front legs together.
11. A bull in a china shop would be extremely (propitious, pernicious).

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Choose the definition that best matches each vocabulary word.

12. pernicious _____

13. sagacity _____

14. piety _____

15. pretension _____

16. sanction _____

17. fretful _____

18. fraud _____

19. contempt _____

20. lax _____

- a. A deception deliberately practiced to secure unfair or unlawful gain
- b. Soundness of judgment, wisdom
- c. Destructive
- d. Authoritative permission or approval
- e. Religious devotion; the desire to perform religious duties
- f. Lacking in rigor, not strict
- g. Marked by worry or distress
- h. A feeling that something or someone is inferior or worthless; scorn
- i. A doubtful claim

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 10 Part A

Choose the word that best completes each of these sentences.

1. Leadership has always been Shayla's (forte, ford), and she doesn't do well taking direction from others.
2. Dallas spends a lot of time in quiet meditation, and his (lofty, drafty) dreams make him smile.
3. Gerald will (quote, quail) if he sees Monica scowling because he knows how hot her temper is.
4. People in love often believe that theirs is a (singular, sanguine) experience which will never happen again and has never really happened before.
5. If you don't shake the orange juice, the (drills, dregs) will gather at the bottom of the container.
6. The white tiger was stunning as it crouched in the (hungering, lingering) rays of moonlight.
7. All of the huskies are (yoked, yanked) in pairs except the lead dog, who is harnessed alone.
8. Do not (tussle, trifle) with Dale's affections, because his heart has been broken recently.
9. With charm and (dunning, cunning), Anthony lured his customer into a huge purchase of clothing and makeup.
10. The male African lion is known for his (languor, anger), while the female is the hunter in the family.
11. After the match, the boxer was in a (stupor, supine) for several hours.

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Write a definition for each of these vocabulary words.

12. dregs, noun
13. lofty, adjective
14. languish, verb
15. defiance, noun
16. feeble, adjective
17. comply, verb
18. turbid, adjective
19. gallant, adjective
20. apostrophe, noun

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 10 Part B

Choose the definition that best matches each vocabulary word.

- | | |
|-------------------------------|--|
| 1. imbue, verb _____ | a. Serious, sober, marked by self-restraint |
| 2. propriety, noun _____ | b. Open revolt against civil authority |
| 3. redress, noun _____ | c. Kindness |
| 4. visaged, adjective _____ | d. That which is proper or socially acceptable |
| 5. indignation, noun _____ | e. Communication of and agreement in actions or beliefs |
| 6. concert, noun _____ | f. Compensation for a wrong, loss, or injury |
| 7. staid, adjective _____ | g. Anger provoked by injustice or wrongdoing |
| 8. insurrection, noun _____ | h. To inspire or influence; to permeate or saturate |
| 9. benevolence, noun _____ | i. To irritate or torment persistently |
| 10. harass, verb _____ | j. Capable of being accomplished, possible |
| 11. feasible, adjective _____ | k. Faced; from the noun visage, meaning "face" |
| 12. digress, verb _____ | l. Passionately, enthusiastically |
| 13. ardently, adverb _____ | m. To justify, to clear of blame, or to prove the worth of |
| 14. vindicate, verb _____ | n. An extraordinary disaster causing great loss or grief |
| 15. calamity, noun _____ | o. To turn aside from the main subject of a conversation or argument |

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Write a sentence for each vocabulary word.

16. defiance
17. imbue
18. redress
19. propriety
20. indignation

Name: _____

Date: _____

Narrative of The Life of Frederick Douglass, An American Slave

Vocabulary Test Chapter 11

Answer the questions about each vocabulary word.

1. What is an antonym for the word *imputation*?
2. What is a synonym for the word *imputation*?
3. What is an antonym for the word *exculpate*?
4. What is a synonym for the word *exculpate*?
5. What is a synonym for the word *commensurate*?
6. What is an antonym for the word *commensurate*?
7. What is a synonym for the word *exhort*?
8. What is a synonym for the word *perseverance*?
9. What is a synonym for the word *wrath*?
10. What is a synonym for the word *erroneous*?
11. What is an antonym for the word *erroneous*?
12. What is a synonym for the word *dilapidated*?
13. What is an antonym for the word *dilapidated*?
14. What is a synonym for the word *scathing*?
15. What is an antonym for the word *scathing*?

Name: _____

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Narrative of The Life of Frederick Douglass, An American Slave

Write a sentence for each vocabulary word.

16. erroneous

17. exculpate

18. commensurate

19. scathing

20. dilapidated

Final Test, Part 1 – Objective Questions

Narrative of The Life of Frederick Douglass, An American Slave

1. Irene Morgan did not allow the Virginia police to _____ her right to ride the bus to Baltimore in 1944.
 - a. emaciate
 - b. suppress
 - c. provide
 - d. strategize

2. A line from Woody Guthrie's song "This Land Is Your Land" became a _____ to the popular movement toward peace and equality during the late 1960s.
 - a. gory
 - b. brook
 - c. rapture
 - d. maxim

3. Frederick Douglass's first master was _____.
 - a. Captain Anthony
 - b. Master Tuckahoe
 - c. his mother
 - d. the captain's wife

4. Each enslaved adult received _____ per year.
 - a. 2 linen shirts, one pair of linen trousers, one pair of stockings
 - b. 4 linen shirts, one pair of linen trousers, two pair of stockings
 - c. 4 woolen shirts, one pair of linen trousers, two pair of stockings
 - d. 4 cotton shirts, one pair of linen trousers, three pair of stockings

5. According to Douglass, why did the enslaved workers sometimes praise their masters?
 - a. They were loyal to their masters who fed and clothed and housed them.
 - b. They were human, so they preferred their masters to masters they did not know.
 - c. They did not know any life different to what they had and assumed their masters were good people.
 - d. If they did not praise their masters, they and their families would be beaten or sold away.

6. What did Mr. Gore believe about the punishment of slaves?
 - a. He believed it was a necessary but unpleasant task to punish them.
 - b. He believed it was better to punish ten innocent slaves than accuse one master of making a mistake.
 - c. He believed all the slaves he accused were guilty of the things he accused them of.
 - d. He believed slaves should be tried first and then punished if necessary.

Final Test, Part 1 – Objective Questions

Narrative of The Life of Frederick Douglass, An American Slave

7. Why did Douglass want to leave Baltimore, even though he felt freer than he had on the plantation and liked his Baltimore street friends?
 - a. His main goal was to further his education in a free state.
 - b. He wanted to escape slavery by getting out of the slaveholding states, including Maryland.
 - c. He was not liked at the place where he worked, and his master was taking advantage of him.
 - d. He wanted to marry a free woman, so he had to go to a free state.

8. How did his faith in God allow Douglass to remain peaceful, even under impossible conditions?
 - a. He believed that he would be released from slavery one day by God.
 - b. He knew that if he asked through his church, he would find an abolition sympathizer to help him.
 - c. He knew that the master was religious and his own faith made the master want to help him.
 - d. He prayed for willingness to keep quiet and obedient until God told him how to escape.

9. What did Douglass realize when he heard the master explain why slaves should not be taught to read?
 - a. He realized that his master was right and that the slaves were not happy when they learned more from books.
 - b. He realized that reading was his key to freedom.
 - c. He realized that his master was confused about the intelligence of black people.
 - d. He realized that his master was jealous of the time he had been spending with Mrs. Auld.

10. Why did Mrs. Hamilton abuse the slave Mary so much?
 - a. Mary was not a good worker.
 - b. Mrs. Hamilton did not like female slaves.
 - c. Mrs. Hamilton was jealous because of Master Hamilton's relationship to Mary.
 - d. Mary was crippled.

Final Test, Part 2 – Objective Questions

Narrative of The Life of Frederick Douglass, An American Slave

1. Candice had to _____ Phillip after she disappointed his hopes at the dance.
 - a. wretch
 - b. fret
 - c. staid
 - d. console

2. When Rachel does not _____ with her mother's rules, she and her mother have to stop everything until they reach peaceful agreement.
 - a. abate
 - b. utter
 - c. visage
 - d. comply

3. What was one of the publications Douglass found that revealed to him there were people who opposed slavery?
 - a. Mrs. Auld's Bible
 - b. Master Auld's diary
 - c. A speech by Richard Sheridan to support Catholic emancipation from England
 - d. An underground railroad guidebook

4. Frederick Douglass's grandmother had _____.
 - a. been given a value so she could be sold off at auction.
 - b. been a cruel drunkard who mismanaged the slaves.
 - c. cared for the sick owner from his childhood to old age and at his deathbed.
 - d. disliked Douglass's mother and taken Douglass away from his brother.

5. What was considered the meanest thing to do to a slave by the slaveholders?
 - a. Starving them
 - b. Teaching them to read
 - c. Selling them off to another farm
 - d. Beating them

6. What did Douglass do to Hughes and Covey?
 - a. He showed them beautiful sailing ships.
 - b. He gave each of them a root to keep it in his pocket.
 - c. He kicked Hughes in the chest and then beat Covey in a fight.
 - d. He exposed their cruelty to his master.

Name: _____

Date: _____

Final Test, Part 2 – Objective Questions

Narrative of The Life of Frederick Douglass, An American Slave

7. What did the masters MOST want the slaves to do at Christmastime?
 - a. dance
 - b. drink whisky
 - c. wrestle
 - d. sing songs together

8. What did Douglass want more than a kind master and a comfortable place to work and study?
 - a. to live upon free land as well as with Freeland
 - b. to help escaping slaves
 - c. to punish those who were involved with the Railroad
 - d. to leave his Baltimore friends.

9. What did Douglass NOT find in New Bedford, Massachusetts?
 - a. sailing ships in the harbor
 - b. clean warehouses of brick
 - c. well-kept gardens, and workers not being whipped or yelled at.
 - d. slaves working happily on the waterfront

10. When she first met Douglass, Mrs. Auld had warm kind feelings toward slaves because _____.
 - a. she had never had a slave and had earned her own living as a weaver.
 - b. she wanted to be a teacher and liked his intelligence.
 - c. she was a good Christian woman.
 - d. she lived in the city where the appearance of kindness toward slaves was respected.

Guided Reading Questions Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

Chapter 1

1. He never saw a record containing the date of his birth.
2. The master would want the slave to remain on his property.
3. He didn't know her well at all because he had been separated from her shortly after his birth.
4. They were sometimes their slaves' children's fathers.
5. The mistress often hated the children her husband had fathered with his slave.
6. The very different looking class of people in the South was the result of slaves and masters producing children together.
7. Lloyd's Ned was Hester's boyfriend and the slave of her master's neighbor, Lloyd.

Chapter 2

1. They were allowed to see Baltimore.
2. They were brought to the home plantation, severely whipped, put on the sloop, carried to Baltimore, and sold to Austin Woolfolk or another slave trader.
3. No. They had no shoes, stockings, jackets, or trousers. They had two coarse linen shirts per year.
4. They went naked until next allowance day. They did their washing, mending, and cooking. They prepared the field for the coming day. They had one common bed on a cold damp floor and only miserable blankets to cover them.
5. Mr. Severe stood by the door with a hickory stick and heavy cowskin to whip anyone who did not get up at the sound of the horn.
6. The Great House had a business-like aspect and more houses than the neighboring farms.
7. People thought the songs were a sign of the slaves being content and happy, but they sing most when they are most unhappy. They relieve the slaves hearts as tears do.

Chapter 3

1. It had northern apples southern oranges and was little trouble to keep and tend, so the slave children would go into it and take fruit to eat. The colonel tarred the fence around it, so any one caught with tar on them was severely whipped by the chief gardener.
2. Colonel Lloyd was most particular about the care of his horses, and the slaves who cared for them were frequently whipped when they did not deserve to be, based on the appearance and movement of the horses rather than on what the colonel had observed the slaves doing or not doing to the animals.
3. They would be seized and sold away from their families if they spoke against their masters. No they were probably not sincere when they praised their masters.
4. Slaves are like other people and the standards they used to judge kindness in their masters by

Guided Reading Questions Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

how kind they were relative to the other slaveholders. Also, slaves take in prejudices just as other people do, and they think their own prejudices make more sense than those of the other slaves on other farms.

Chapter 4

1. A first rate overseer would have the necessary severity to meet Colonel Lloyd's standards. Mr. Gore was artful, cruel, and obdurate. He could torture the slightest look, word, or gesture into impudence. He allowed no answering back or explanation. He believed that it was better to punish a dozen slaves than that an overseer should be convicted in front of the slaves of having been at fault.
2. He did not feel guilty.
3. The other slaves would think they could escape and then the whites would be slaves.
4. Nothing was done.

Chapter 5

1. No, he was cold and hungry and slept on the floor.
2. He did not want to be laughed at in Baltimore.
3. No, he looked for home elsewhere.
4. It was more like England.
5. Her face showed kindly emotions.
6. He had faith that God would release him from slavery one day.

Chapter 6

1. She did not like "crouching servility" and he was accustomed to approaching white women in a servile manner.
2. He realized that the whites kept slaves from reading because if slaves could read, they would be discontent with their masters' rules and with being enslaved.
3. Auld did not want to lose Douglass as his slave. He thought reading would free Douglass. Because Douglass realized this, he knew learning could free him.
4. City slaves had to be treated well enough to not embarrass their masters.
5. No, Mrs. Hamilton's abuse of Mary was not normal for a city slaveholder.

Chapter 7

1. She didn't at first understand that slaves were like cows or wagons to their owners. She treated Douglass as a friend and then turned resentful when he was not allowed to be her student any more.

Guided Reading Questions Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

2. He could take bread from the house and not have to be hungry as much as they.
3. They had broken a strict social rule by teaching him to read.
4. Douglass learned what the enslavers had done to him and his ancestors taken by force from Africa.
5. He read the city newspaper which had printed northern petitions to free the District of Columbia slaves and abolish the trade of slaves between the states of the United States.
6. He was afraid to be suspected of running away and did not trust the Irishmen.
7. He wanted to escape and if he could write himself a pass, he would have an easier time traveling.
8. He had to trick boys into penmanship contests to learn more letters. He had only chalk and walls, no pen or paper.

Chapter 8

1. His master had not left a will, so he became property of Lucretia and Andrew who could keep or sell him but needed a price set, so he was sent to be valuated away from the city.
2. The slaves were separated into groups according to how they would be sold and who would be their new owners.
3. He knew what good treatment was like.
4. She had served her master from his infancy through his dying day and given to him her many offspring who had taken care of his plantation throughout his life. She was now very old.
5. His grandmother's home is empty because her family are sold away and can't come back to care for her.
6. Master Hugh liked having Douglass with him.
7. He would part forever from his friends, the Baltimore poor white boys.
8. He wanted to plan his escape route.

Chapter 9

1. They begged and stole food from their neighbors.
2. He had not been trained in the proper treatment of slaves. He was domineering but had not ability to lead or organize people.
3. He lacked firmness.
4. He used religion as a reason for slaveholding cruelty.
5. He wants to be excused for beating a woman bloody because the Bible says someone who doesn't do master's will shall be beaten until their skin is striped with blood. This reveals either that he believes himself to be equal to God or that he does not comprehend Jesus's message in Luke 12:47.

Guided Reading Questions Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

6. She was crippled. Douglass thought his master a cruel hypocrite.
7. He had become knowledgeable about slaveholders and unwilling to cower to their wishes.
8. He could break the spirits of young slaves.
9. He rented rather than owned slaves. Douglass was glad he would get enough to eat at Coveys.

Chapter 10 PART A

1. He had never been an ox driver or worked away from the house for long stretches of time.
2. He surprised them, and he knew what they were doing because he worked with his hands like they did.
3. A woman was bought to produce young slaves as though she were a healthy young cow. He rented a married slave for a year to impregnate her.
4. He was tamed by Covey's harsh treatment.
5. They made him sad because he longed for freedom.
6. He would complain to his master and request protection.
7. No, he told him he had to go back to Covey because otherwise Thomas would lose the years' wages.
8. He was a slave with a free wife. Sandy was kind to him and was an "old adviser."
9. He saw that he had no protection from Douglass.
10. He had his self-confidence and spirit back. He no longer felt inferior to the slaveholders.

PART B

1. The slaveholders intended the slaves to release their rebellious spirit during free time so they would be too tired to fight for freedom.
2. The holidays appeared to be a privilege but were really part of the masters' plot to further weaken their slaves and keep them trapped in slavery.
3. The holidays were to be spent in drunkenness so that the slaves would be relieved to get back to the clearheaded routine of work.
4. Yes.
5. They were meaner, more cruel, and cowardly than the nonreligious slaveholders.
6. Yes.
7. He wanted to keep them afraid.
8. No.
9. The Harris men wanted him to teach them to read.
10. He enjoyed teaching his fellow slaves.
11. He taught several slaves to read.
12. They were a unit. There was a very close relationship.

Guided Reading Questions Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

13. He meant it was his will to escape that gave life to his spirit.
14. No.
15. They faced starvation, drowning, man-eating dogs, scorpions and bullets. They wanted freedom from slavery.
16. He wrote their own passes by forging notes with a master's signature and seal.
17. He and the others made pledges to start their escape.
18. He must have meant someone had told the master of their escape plan.
19. He refused to be tied up despite their threat to shoot him.
20. He had gotten Henry and John to run away.
21. Yes. They might have killed him.
22. They wanted to know how they had been betrayed.
23. The escapees were to be sold, and the traders had come to make a profit from the sale.
24. They planned to sell him as a warning to the others but to let everyone except him go home.
25. He feared he would be sold to Alabama, but Auld sent him back to Baltimore to his former master, Hugh.
26. He began to build war ships for a ship builder.
27. He was treated like a slave.
28. They did not want to compete with him for jobs.
29. He had vowed to fight back if anyone hit him.
30. He was enraged.
31. There were none.
32. He was more important to Hugh because he got higher wages.
33. They went to Hugh.
34. He stole by force.

Chapter 11

1. Their routes of escape were a copy of his.
2. He meant the westerners were indiscreet.
3. He felt this openness prevented slaves from eluding their masters, who now knew how the escapees could travel north.
4. He saw this cut as proof that the master felt he was entitled to all of the wages.
5. He went to propose a deal whereby he would sell his own time.
6. Hugh did not have to take care of him any more, so he had to provide for his own basic needs as well as pay a percentage to Hugh of his earnings.
7. Douglass was late in paying him. He was worried that Douglass had not sought permission to spend the night away, was acting like a free man.

Guided Reading Questions Answer Key

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Narrative of The Life of Frederick Douglass, An American Slave

8. He was fighting back against Hugh.
9. No.
10. They didn't want to be parted from loved ones.
11. He wanted to preserve the secret to help others escape.
12. He knew no one in New York.
13. No.
14. They are greedy to swallow the terrified fugitive.
15. Everyone was a potential captor. [Ed, Text doesn't say why New York is different from New Bedford, nor does it explain what the DARG case is]
16. They believed slavery was wrong.
17. He wanted to keep his identify, what he'd always been called.
18. It was luxurious. He had expected Northerners, who had no slaves, to live like poor whites in the South who had no slaves.
19. They were good. Homes were clean, orderly, and new.
20. He meant the people who captured free slaves and sent them back to the South.
21. He read it eagerly and depended on it for news of the struggle for freedom.
22. He thought of himself as a slave and did not want to give a speech to white people.

Guided Reading Questions Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

A Closer Look Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

Chapter 1

Recalling

1. He was born in Tuckahoe, Maryland. Harriet Bailey and a white man were his parents.
2. He had contact with his mother four or five times at night when she could get some time away from the other farm where she was a slave.
3. His first master was Captain Anthony. No.
4. No.

Interpreting

1. No. Enslaved children fathered by the slave owner were likely to be treated worse than others, and were more likely to be sold off the plantation, because their presence often offended the “mistress” of the plantation.
2. They separated slave children from their mothers so as not to offend their wives by the presence of the slave mistress.
3. He had an intimate relationship with her.
4. He felt indescribable anguish.

Synthesizing

They controlled slaves with beatings. They sold their loved ones away from them or did not sell their loved ones along with them. They let their own kids play with the slave kids to bond them as friends.

Chapter 2

Recalling

1. They grew tobacco, corn, and wheat.
2. They got eight pounds of pork or fish and a bushel of corn meal per month. They got two linen shirts, one pair of linen trousers for winter, one pair of stockings, one pair of shoes, per year.
3. He was harsh, highly critical and unwilling to compromise. he whipped oversleeping slaves with a hickory stick.
4. They felt it was an honor to be sent there and liked to go there to get the food and clothing allowance for their slave community.

Interpreting

1. Yes, he had more than three hundred slaves on his own property and more on the twenty farms he directed in Wye Town and New Design.
2. It was the floor and a rough blanket. They had little time to sleep.

A Closer Look Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

3. He took no pleasure in punishing the slaves. He was not innately cruel as Severe had been.
4. They got to collect the food and clothing for their community. They tried to please their overseers the way politicians do.

Synthesizing

Life would be busy and demanding. The owner would have house slaves directed by his wife, including the slave children who played with and served the white children. The outlying houses would contain horses and their slave attendants; barns and silos for collecting grain, nuts, tobacco, and vegetables, where slaves work under the hired overseer; other overseers directed fields where slaves would work to plant, tend, and harvest crops. you would hear whips cracking, slaves screaming, children laughing.

Chapter 3

Recalling

1. The slaves went there for their food and clothing.
2. They took care of the horse barn.
3. They intended to learn about escape or rebellion plans and about discontent among slaves.

Interpreting

1. The tar was evidence the overseer would use to catch them. Then they would be whipped.
2. The horses had to look good and behave well whenever colonel showed up. He was uncaring, unreasonable, and cared about appearance more than underlying quality.
3. They were human and developed feelings of pride and allegiance to their home plantations.

Synthesizing

They had to placate their owners for the few privileges they got and to protect their loved ones and themselves from being sold away.

Chapter 4

Recalling

1. He thought Colonel Lloyd wanted a more severe overseer than Hopkins.
2. No, because to be accused was to be convicted.
3. Demby would not come out of the water to be whipped again.

Interpreting

1. He demanded and got constant obedience.

A Closer Look Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

He never smiled or joked. He spoke very little and used his whip to give orders.

2. He would be punished anyway.
3. Mr. Gore told Demby to get out of the water by the count of 3 or he would kill him. He shot Demby dead within a moment of saying “3.”
4. Yes, he was the most dreaded overseer to all the slaves.

Synthesizing

It was better for a slave to be punished wrongly than for an overseer to be proven wrong in accusing him. This rule would keep men like Gore in power because they’d rarely be proven wrong.

Chapter 5

Recalling

1. He drove the cows home, kept the birds off the cows, ran errands for Lucretia Auld and picked up young Daniel’s dead birds.
2. They ate corn meal mush from a trough the way pigs eat.
3. He was seven or eight years old.
4. He looked toward Baltimore from the bow.

Interpreting

1. No. Children usually had less work responsibilities, but they also received less in terms of food and clothing rations.
2. The cold and hunger were the hardest aspects for him.
3. His mother was dead and his grandmother lived very far away. Although his siblings lived on the same plantation, they had never bonded due to the absence of their mother.
4. He was to serve Lucretia Auld and Daniel Auld, the master’s children. He felt optimistic and lucky to have been chosen to move and, looking back, he viewed it as one of the most important events of his life.

Synthesizing

He was included in Auld’s household as a part of family life, whereas on Lloyd’s plantation, he was treated like the livestock. He was allowed to fetch Daniel’s dead birds and go out of sight on the hunting grounds. He drove a horse cart by himself to run errands for Lucretia.

Chapter 6

Recalling

1. She had warm, kind feelings toward him. She had never before had a slave but had earned her own

A Closer Look Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

living as a weaver.

2. He made her stop immediately.

3. No.

4. Generally, things were better for slaves in the city. For example, Mrs. Auld preferred that Douglass look her in the face than to look down as though she were too good for him, and also, slaves in the city were “much better fed and clothed.”

Interpreting

1. He knew that she must obey her husband and that her attitude toward slaves was becoming more in line with the conventional one.

2. They believed it would make them discontent.

3. He increased Douglass’s desire to read because, since it was forbidden, Douglass knew that reading must be a key to gaining freedom and advancement in life.

4. They lived with them and interacted with them. They had to treat them well so they wouldn’t be ashamed to face friends after abusing an enslaved person publicly.

Synthesizing

He overheard Master Auld explaining why Sophia should not be backing a slave to read, which was that learning from books might make a slave discontent with his situation.

Chapter 7

Recalling

1. He learned to read and write.

2. She attacked him when she saw him with a newspaper.

3. One was a printed dialogue between master and slave, which resulted in emancipation for the slave. The other was a speech by Richard Sheridan to support Catholic emancipation from England.

4. Someone who opposes slavery is an abolitionist.

Interpreting

1. The slaveholder lost his or her humanity, kindness, became vicious and coldhearted.

2. He loved them.

3. They were both bound by obligation to work for property holders who extorted labor in exchange for the right to eat, have shelter, and have relatives with them.

4. He knew if he escaped to the North, people there would protect him because of abolitionism, a social movement against slavery.

A Closer Look Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

Synthesizing

He is quoting Master Auld, who meant that if slaves could read, they would begin to want freedom. Reading is the “inch.” Freedom is the “ell.” Douglass wanted freedom.

Chapter 8

Recalling

1. The slaves were given values so they could be sold off at auction.
2. Andrew was a cruel drunkard who mismanaged the slaves.
3. She had children and many descendants who worked on the estate. She had cared for the sick owner from his childhood to old age and at his deathbed.
4. Thomas and Hugh disliked each other, so Thomas took Douglass away from his brother.

Interpreting

1. It shows that they were as meaningless as furniture to their owners.
2. He had experienced a better life in Baltimore.
3. The slaveholders had abandoned her to die of starvation and cold after she'd given them a lifetime of good service.
4. He was sad to leave Baltimore and fearful he could never return.

Synthesizing

It's about a mother's grief over stolen daughters and the desolate existence of slavery. Douglass chose it to express his grandmother's pain and the horror of slavery.

Chapter 9

Recalling

1. Starving them was considered the meanest practice.
2. He liked them, and he didn't approve of slavery.
3. It was a school that taught the new testament to slave children.
4. He knew he'd get enough to eat. No, he was hungry and hated his master. He intends to show that religion doesn't keep people from being mean.

Synthesizing

Without food, a person cannot experience any contentment or reach for others needs to be filled. A hungry person is weak, in great pain, sick, and overwhelmed by any demand to do anything.

A Closer Look Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

Chapter 10 Part A

Recalling

1. He would creep around and sneak up on them to punish them.
2. He saw beautiful sailing ships.
3. He gave him a root. He was supposed to keep it in his pocket.
4. He kicked Hughes in the chest and then beat Covey in a fight.

Interpreting

1. He wanted to catch them not working so that he could punish them. They were always afraid.
2. He meant he'd enjoy his freedom more because he had suffered more in slavery.
3. He had stood up to his tormenter and shown him he'd fight back.
4. He meant that he'd fight to the point of his own death against anyone who tried to whip him.

Synthesizing

This is the main theme of Douglass's life, how he and his friends suffered under slavery like animals and how he and they became human beings again as free people.

Chapter 10 Part B

Recalling

1. They expected them to dance, get drunk, and sing songs together, "playing ball, wrestling . . . drinking whisky; this latter mode was by far the most agreeable to the feelings of our masters."
2. He was Douglass's new master. No.
3. He was determined to escape. He wanted to live "UPON FREE LAND as well as WITH FREE-LAND."
4. He meant not to admit anything to the kidnappers.
5. They did not want the blacks to get their jobs.

Interpreting

1. It was fraud because the whisky and six days' liberty seemed a gift to the slaves but were intended to hold them helpless on the slaveholders' property.
2. Mr. Freeland was humane; Mr. Covey was inhumane and cruel. Both were slaveholders, but Mr. Covey was a Negro-breaker and slave driver, who didn't own slaves. Mr. Freeland did own slaves.
3. No.
4. He feared being separated from Charles, the two Henry's and John.
5. He didn't know how to do the work, and the white workers hated him and abused him.

A Closer Look Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

Synthesizing

He learned that good times and family were not enough for him if he had to live on another man's land. He learned that good slaveholders too could not protect him from the social system, for example, being sent from place to place by those who owned him. He learned that he needed friends to carry out his purpose, educating and freeing slaves. He still wanted to escape more than ever because he had become convicted of his and his friends need for freedom and education.

Chapter 11

Recalling

1. He thought they would reveal secrets to those who would capture escaping slaves or punish them for their involvement with the Railroad.
2. He did not want to leave his Baltimore friends.
3. He went to New Bedford, Massachusetts, where he was surprised at the prosperity: sailing ships in the harbor, clean warehouses of brick in the harbor, beautiful houses, well-kept gardens, and workers not being whipped or yelled at.
4. There were no slaves; the neighborhoods and harbor were clean and quiet; the people were industrious but not yelling and screaming at each other.

Interpreting

1. No. He distracted him by going on strike and feuding with him over money.
2. Yes, it was peaceful and free; he and his wife were respected.
3. They would kill those who betrayed them.
4. It published abolitionist writings.

Synthesizing

He was saying slavery was not necessary to the pursuit of wealth, education, and prosperity.

Final Test Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

Final Test #1 Answer Key

1. b
2. d
3. a
4. a
5. d
6. b
7. b
8. a
9. b
10. c

Final Test #2 Answer Key

1. d
2. d
3. c
4. c
5. a
6. c
7. b
8. a
9. d
10. a

Vocabulary Test Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

Chapter 1

1. *c. gory
2. *d. cudgel
3. *d. impertinent
4. *a. blunt
5. *b. infernal
6. *d. intimation
7. *b. inevitable
8. *a. odiousness
9. *b. conjecture
10. *a. joist

Write a vocabulary word for each of these definitions.

11. [impertinent]
12. [blunt]
13. [inevitable]
14. [intimation]
15. [odiousness]
16. [cudgel]
17. [gory]
18. [conjecture]
19. [joist]
20. [infernal]

Vocabulary Test Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

Chapter 2

1. *a. obdurate
2. *b. jargon
3. *c. barbarity
4. *d. esteem
5. *a. evince
6. *a. conspire
7. *b. fiendish
8. *d. rapturous
9. *c. ineffable
10. *c. misdemeanor

Write a sentence for each vocabulary word.

11. diligently [Raya is not as creative as Raoul, but she works far more diligently.]
12. rude [We slept in a rude cottage in Utah, but the neighbors were generous.]
13. incoherent [Because of her early life in a Peruvian village, Marika was incoherent to everyone except her mother until she was about five years old.]
14. ineffable [When Charlie reached the top of Mount Everest, his reaction was ineffable.]
15. rapturous [With one rapturous swan dive, Marina began her summer vacation.]
16. conspire [No matter how carefully we conspire, Jacques always knows when we're planning a surprise party for him.]

Vocabulary Test Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

17. esteem [The teacher Kevin and Mina esteem highest is the one who spends most time with them and enjoys their company.]
18. evince [Chloe can evince misery when she is perfectly calm and content.]
19. obdurate [Because no one had ever confronted him, Kyle was an obdurate bully by the time he was in the eighth grade.]
20. jargon [When Jordan uses basketball jargon, Shelly's ears perk up, and she listens very carefully.]

Vocabulary Test Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

Chapter 3

Choose the word that best completes each of these sentences.

1. Stanley sold all his ([equipage,] reportage) for shining shoes and bought a lawnmower when he moved to the suburbs.
2. Cher is an excellent mechanic, but a neurotic customer was able to (defuse, [defile]) her reputation all over town.
3. Hannah will ([**brook**,] bank) no interruptions when she is painting a portrait.
4. Sometimes a police force will use pepper spray to (oppress, [**suppress**]) a riot.
5. Mandy began to ([execrate,] desecrate) Beau the first time she saw him after their big break-up.
6. The trainer used a thoughtful (stratosphere, [stratagem]) to get the mustang to come to him and lower his head.
7. Because Gabe's ([supposition,] imposition) is that Claire will arrive late, he tells her that the train is leaving a half hour before its scheduled departure time.
8. A favorite (axon, [**maxim**]) of Robert's is "Seize the day."
9. Cassie began to ([**imbibe**,] elude) her older sister's habit of making her bed every morning.
10. Phyllis's interest in his coin collection is a clever ([stratagem,] stratiform) for getting Mario's attention.
11. John began to (disintegrate, [execrate]) his younger brother for being disrespectful to their mother.

Choose the definition that best matches each vocabulary word.

12. defile [f]

Vocabulary Test Answer Key

Teacher Guide

Narrative of The Life of Frederick Douglass, An American Slave

13. suppress [i]
14. supposition [d]
15. execrate [b]
16. stratagem [e]
17. brook [g]
18. imbibe [h]
19. equipage [c]
20. maxim [a]

Vocabulary Test Answer Key

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Chapter 4

Write a sentence for each vocabulary word.

1. indispensable [A guide is indispensable on an Arctic expedition.]
2. perpetrator [Soon after the theft of Mr. Dillard's German shepherd, the dog itself forced the perpetrator to turn himself in.]
3. impudence [In Winnie the Pooh, Tigger is known for his impudence, and Piglet for his inhibitions.]
4. subversion [After Karl's subversion of authority on the hiking trip, he realized he actually needed the counselors' leadership.]
5. immutable [Elephants may seem immutable because of their enormous size, but actually, they are quite intelligent and can learn routines and interact with humans.]
6. grave [It would be a grave mistake to drink salt water to quench one's thirst.]
7. homage [The Andean people pay homage to the sun with a celebration called Inti Raymi, which is held at the summer solstice in June.]
8. servile [Miranda is embarrassed by Susan's servile manner and insists she stop calling everyone Sir and Madam.]

Answer the questions about each vocabulary item.

9. What is a synonym for the word indispensable? [**essential**]
10. What is an antonym for the word indispensable? [**dispensable**]
11. What is a synonym for the word perpetrator? [**criminal**]

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12. What is an antonym for the word perpetrator? [**victim**]
13. What is a synonym for the word impudence? [**insolence**]
14. What is an antonym for the word impudence? [**respect**]
15. What is an antonym for the word servile? [**autocratic**]
16. What is an antonym for the word immutable? [**mutable**]
17. What is a synonym for the word immutable? [**unchangeable**]
18. What is a synonym for the word homage? [**honor**]
19. What is a synonym for the word grave? [**somber**]
20. What is a synonym for the word subversion? [**destruction**]

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Chapter 5

Numbers 1 to 9. Use the vocabulary words in the list below to complete the story.

Ecstasy
Severe
Consolation
Fluent
Eloquent
Galling
Providence
Egotistical
Ridicule

Shorty was tired of being the subject of [**ridicule**] at his cousins' home because they spoke Spanish, and he did not. Shorty was an extremely [**egotistical**] young man, and his cousins' [**galling**] laughter had caused [**severe**] damage to his self-esteem. The fact that he was [**fluent**] in English was no [**consolation**] either.

Then one day, [**providence**] delivered Shorty away from his predicament and toward the [**ecstasy**] of romantic love. A young Spanish-speaking woman began to visit his cousins' house when he was there and to use [**eloquent**] Spanish language in praise of him. At first he could take no [**consolation**] from these speeches because he did not understand them. Soon, however, because of his growing affection for her, he began to learn and to speak her language.

Choose the word that best completes each of these sentences.

10. My terrier bounces in ([**ecstasy**,] excision) when he sees me come in the door.
11. With trees falling and shutters banging, we knew the storm was (revere, [**severe**]) without the weather report.
12. In Titanic, the heroine stands with arms outstretched on the ([**bow**,] brow) of the ship.
13. A cup of water and a gentle voice will give the child some (insulation, [**consolation**]) after the loss of her pet.

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14. One of Lincoln's most (elegant, [**eloquent**]) speeches, though a very short one, was the Gettysburg Address.
15. A group of dolphins leapt and danced (daft, [aft]) of the boat in her wake.
16. A language instructor once said that one has to be raised in France in order to be a ([**fluent**,] fluid) French speaker.
17. A violin out of tune is a ([**galling**,] gelling) sound to a musician's ears.
18. With the gift of (prudence, [**providence**]), Melinda and Charlie started a successful bed and breakfast at Melinda's mother's birthplace.
19. Muhammad Ali was quite ([**egotistical**,] egyptical) during the height of his boxing career, but his confidence probably helped him succeed.
20. Clarence had to put up with (reticule, [**ridicule**]) from his classmates when he rode the uni-cycle to school.

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Chapter 6

Write a definition for each of these vocabulary words.

1. impudent, adjective [**Disrespectful**]
2. tranquil, adjective [**Composed, calm, free from anxiety**]
3. accord, noun [**Agreement, harmony**]
4. discord, noun [**Lack of agreement or harmony**]
5. perplexing, adjective [**Confusing, puzzling**]
6. shun, verb [**To purposefully avoid or keep away from**]
7. vestige, noun [**A visible trace, evidence, or sign of something that once existed**]
8. lacerated, past participle [**Torn, mangled, or wounded**]
9. odium, noun [**A state of disgrace resulting from hateful conduct**]
10. emaciated, adjective [**Bony; very thin, especially from starvation**]

Write either a synonym or an antonym for each of these vocabulary words.

11. impudent [**rude, respectful**]
12. tranquil [**calm, turbulent**]
13. accord [**agreement, disagreement**]
14. discord [**disagreement, agreement**]
15. perplexing [**confusing, understood**]

Vocabulary Test Answer Key

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16. shun [**reject, accept**]
17. vestige [**trace, entirety**]
18. lacerated [**torn, healed**]
19. odium [**disgrace, celebrity**]
20. emaciated [**thin, obese**]

Vocabulary Test Answer Key

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Chapter 7

Choose the word that best completes each of these sentences.

1. A dog may allow itself to be treated like ([**chattel,**] chatter), but a cat belongs to itself.
2. The virtue most valued by a banker is (impudence, [**prudence**]).
3. When she found that wealth did not give her the happiness she craved, the young teacher chose to (invest, [**divest**]) herself of all her property and join the Peace Corps.
4. Despite his ([abdicaton, [**apprehension**]), Michael's manuscript was accepted, and he became a published poet.
5. Sondra is an ([**apt,**] arid) medical student, but she is having trouble paying her tuition.
6. In *The Scarlet Pimpernel*, an (urgent, [**urchin**]) changes places with a young royal, to whom he bears a strong resemblance.
7. We were only able to ([**console,**] conceal) Bamie by saying that she could still audition for the role of the murderess.
8. After three days, the blizzard raged on (unindented, [**unabated**]) in northern Kentucky.
9. By the end of the winter, Georgia had begun to (abate, [**abhor**]) her daily oatmeal with raisins.
10. Both of our cats (soothe, [**loathe**]) the water, but they will play in the sand near the shoreline.
11. One day, Marisa dumped a can of paint on her head, which was thick and dark green, and she was completely ([**wretched,**] wrecked).
12. With ice all over them, the steep marble steps were ([**treacherous,**] tremulous).

Answer the questions about each vocabulary word.

13. What is an antonym of the word **divest**? [**collect**]

Vocabulary Test Answer Key

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14. What is an antonym of the word apprehension? [**anticipation**]
15. What is a synonym of the word apt? [**clever**]
16. What is a synonym of the word prudence? [**caution**]
17. What is an antonym of the word console? [**upset**]
18. What is a synonym of the word unabated? [**continuous**]
19. What is an antonym of the word loathe? [**adore**]
20. What is an antonym of the word wretched? [**joyful**]

Vocabulary Test Answer Key

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Chapter 8

Choose the word that best completes each of these sentences.

1. With its sails billowed and its bow high against the wind, a (**[schooner,]** crooner) is very much like a bird in flight.
2. One way to (render, **[sunder]**) a lobster shell is with your bare hands.
3. Cheryl will try one more (**[entreaty,]** entreat), and then she will give up on getting permission to drive a motorcycle.
4. Because he is a (bounteous, **[righteous]**) man, Karl would not allow the others to tease the new student.
5. Those pale yellow roses will be gorgeous in a vase next to the black tile (hart, **[hearth]**)
6. On first seeing her long-lost sister, Millie's emotions were (unalterable, **[unutterable]**).
7. Tim is known for his late nights at expensive clubs, and his (dissertation, **[dissipation]**) makes him very popular with the waiters.
8. Because of his (**[profligate,]** proletariat) spending, we decided not to send Jordan to buy supplies for the stage set.

Answer the questions about each vocabulary word.

9. What is an antonym for the word profligate? **[conservative]**
10. What is an antonym for the word sunder? **[mend]**
11. What is a synonym for the word sunder? **[sever]**
12. What is a synonym for the word profligate? **[wasteful]**
13. What is a synonym for the word entreaty? **[plea]**

Vocabulary Test Answer Key

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14. What is an antonym for the word dissipation? [**development**]
15. What is a synonym for the word unutterable? [**unspeakable**]
16. What is a synonym for the word hearth? [**fireplace**]
17. What is a synonym for the word righteous? [**honorable**]
18. What is an antonym for the word righteous? [**dishonorable**]
19. What is a synonym for the word dissipation? [**profligacy**]
20. What is an antonym for the word unutterable? [**describable**]

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Chapter 9

Choose the word that best completes each sentence.

1. Because of the long absence of the men during the war, thousands of women and children became (dissolute, [**destitute**]).
2. Seniors enjoy the opportunity to express their (content, [**contempt**]) for the younger classes.
3. If Miguel were not so (frigid, [**rigid**]) about his diet, it would be much more pleasant to share meals with him.
4. Technically, if you write a check for money that is not in your bank account, you are committing bank ([**fraud,**] laud)
5. Melinda has always been a (frightful, [**fretful**]) person, and now that she really has something to worry about, she seems no more anxious than usual.
6. Our swimming coach does not allow (lagging, [**lax**]) behavior such as breaking out of lanes or stopping short of the end of the pool.
7. Her (sanctity, [**sanction**]) against sloppy swimming is ten minutes out of the pool.
8. Benjamin Franklin and Sojourner Truth were both known for their ([**sagacity,**] acidity).
9. Carrie's (intention, [**pretension**]) to being a camper got her a night of shivering and scratching under the stars.
10. A praying mantis does not actually feel ([**piety,**] parity) when it puts its front legs together.
11. A bull in a china shop would be extremely (propitious, [**pernicious**]).

Choose the definition that best matches each vocabulary word.

12. pernicious [c]

Vocabulary Test Answer Key

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13. sagacity [b]

14. piety [e]

15. pretension [i]

16. sanction [d]

17. fretful [g]

18. fraud [a]

19. contempt [h]

20. lax [f]

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Chapter 10 Part A

Choose the word that best completes each of these sentences.

1. Leadership has always been Shayla's (**[forte,]** ford), and she doesn't do well taking direction from others.
2. Dallas spends a lot of time in quiet meditation, and his (**[lofty,]** drafty) dreams make him smile.
3. Gerald will (quote, **[quail]**) if he sees Monica scowling because he knows how hot her temper is.
4. People in love often believe that theirs is a (**[singular,]** sanguine) experience which will never happen again and has never really happened before.
5. If you don't shake the orange juice, the (drills, **[dregs]**) will gather at the bottom of the container.
6. The white tiger was stunning as it crouched in the (hungering, **[lingering]**) rays of moonlight.
7. All of the huskies are (**[yoked,]** yanked) in pairs except the lead dog, who is harnessed alone.
8. Do not (tussle, **[trifle]**) with Dale's affections because his heart has been broken recently.
9. With charm and (dunning, **[cunning]**), Anthony lured his customer into a huge purchase of clothing and makeup.
10. The male African lion is known for his (**[languor,]** language), while the female is the hunter in the family.
11. After being punched in the head, the boxer was in a (**[stupor,]** supine) for several hours.

Write a definition for each of these vocabulary words.

12. dregs, noun [The bottom part of a liquid, containing sediment that has settled; the least desirable portion]

Vocabulary Test Answer Key

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13. lofty, adjective [Of great height, elevated, exalted]
14. languish, verb [To become weak or feeble; lose strength]
15. defiance, noun [Bold resistance; opposition to authority]
16. feeble, adjective [Lacking strength, weak]
17. comply, verb [To act in accordance with another's command or request]
18. turbid, adjective [Lacking clarity, foul, muddy]
19. gallant, adjective [Valiant or unflinching in action or battle]
20. apostrophe, noun [A literary device in which a nonhuman thing is addressed directly as though it were a person]

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Chapter 10 Part B

Choose the definition that best matches each vocabulary word.

1. imbue, verb [h] _____
2. propriety, noun [d]
3. redress, noun [f]
4. visaged, adjective [k]
5. indignation, noun [g]
6. concert, noun [e]
7. staid, adjective [a]
8. insurrection, noun [b]
9. benevolence, noun [c]
10. harass, verb [i]
11. feasible, adjective [j]
12. digress, verb [o]
13. ardently, adverb [l]
14. vindicate, verb [m]
15. calamity, noun [n]

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Write a sentence for each vocabulary word.

16. defiance [Because of Posey's defiance, she recovered from an illness her doctor had said was fatal.]
17. imbue [The horse began to imbue Charlie with confidence and self-discipline that he had never possessed before riding her.]
18. redress [The redress my mother asked from us for missing her dinner was for Terry and I to prepare the next family dinner without her.]
19. propriety [One example of propriety at a wedding is to be absolutely quiet during the wedding vows.]
20. indignation [My cat expresses indignation by turning her back to me, sitting on her haunches, and flicking her tail.]

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Chapter 11

Answer the questions about each vocabulary word.

1. What is an antonym for the word imputation? [**praise**]
2. What is a synonym for the word imputation? [**blame**]
3. What is an antonym for the word exculpate? [**accuse**]
4. What is a synonym for the word exculpate? [**vindicate**]
5. What is a synonym for the word commensurate? [**proportionate**]
6. What is an antonym for the word commensurate? [**disproportionate**]
7. What is a synonym for the word exhort? [**advise**]
8. What is a synonym for the word perseverance? [**determination**]
9. What is a synonym for the word wrath? [**fury**]
10. What is a synonym for the word erroneous? [**false**]
11. What is an antonym for the word erroneous? [**correct**]
12. What is a synonym for the word dilapidated? [**shabby**]
13. What is an antonym for the word dilapidated? [**trim**]
14. What is a synonym for the word scathing? [**critical**]
15. What is an antonym for the word scathing? [**encouraging**]

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Write a sentence for each vocabulary word.

16. erroneous [Kat's assumption that because he is a football player Michael cannot play the flute is erroneous.]
17. exculpate [Louis tried to exculpate Randy by saying that they were together at the library during the incident, but Randy decided to admit the truth.]
18. commensurate [No one believes that an executive who earns over a billion dollars a year is earning a salary commensurate with his or her productivity.]
19. scathing [Marcus's scathing comments about Janet's cooking have really hurt her feelings.]
20. dilapidated [That old house is so dilapidated that birds and small animals have set up permanent residence there.]