

Name: \_\_\_\_\_

Miss Crossley

\_\_ LA Period: \_\_\_\_\_

Date: \_\_\_\_\_

### Using Context Clues in "Learning to Read and Write" by Frederick Douglass

The following phrases from "Learning to Read and Write" contain unknown words, figurative meanings, or formal or antiquated structures. As you read through Douglass's account of his life, translate these statements into everyday terms or phrases, focusing on the underlined portions.

1. "She at first lacked the depravity indispensable to shutting me up in mental darkness."

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2. "It was at least necessary for her to have some training in the exercise of irresponsible power, to make her equal to the task of treating me as though I were a brute."

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3. "Slavery proved as injurious to her as it did to me."

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4. "She was an apt woman; and a little experience soon demonstrated, to her satisfaction, that education and slavery were incompatible with each other."

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5. "From this time I was most narrowly watched."

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6. "This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge."

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7. "These were choice documents to me."

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8. “They gave tongue to interesting thoughts of my own soul, which had frequently lashed through my mind, and died away for want of utterance.”

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9. “The silver trump of freedom had roused my soul to eternal wakefulness.”

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10. “The light broke in upon me by degrees.”

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11. “As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish.”

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12. “It opened my eyes to the horrible pit, but to no ladder upon which to get out.”

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