

The author of the *Narrative of the Life of Frederick Douglass*, Frederick Douglass, has a writing style that helps establish him as a credible narrator. He uses a writing style that consists of chronology, intense descriptions, and an articulate word choice and character analysis. In terms of chronology, Douglass uses dates and daytimes, in order, to explain his position during his stay with Mr. Covey. Douglass applies intense descriptions and an articulate word choice to his narrative to give his readers a brighter visual image of it. Lastly, Douglass analyzes himself and Mr. Covey to add believable drama to his narrative.

This student has analyzed the choices that Douglass has made in order to establish his writing style and his credibility to his readers.
11-12.RL.2.3

Throughout his narrative, Douglass uses dates and daytimes to establish his credibility. For example, he states that he went to live with a slave master, Mr. Covey on January 1st, 1833 (1). Later in his narrative, Douglass states that he stayed in St. Michael's with his actual master for a night, considering that it was late in the say, and then Douglass departed the next morning.

In addition to using chronology in his narrative, Douglass uses adjectives to create a visually credible retelling of his life. Douglass explains that when he started to work for Mr. Covey, Mr. Covey made him use "unbroken oxen" and that he had to hold a "large rope," to keep ahold of the oxen. This shows that Douglass did not use an average sized rope, but perhaps one used specifically for animals. Those oxen then ran a "considerable distance" into a "dense thicket" (1). Those are only a few examples of Douglass's word choice and details.

This student has analyzed the author's diction and the impact of the words and phrases used within the piece.
11-12.RV.3.2

Furthermore to using descriptive words, Douglass uses character analysis to gain more credibility in his story. Douglass explains throughout his narrative of Mr. Covey's actions and personality. Mr. Covey is a religious man and would sneak around his plantation to spook his workers into endlessly working (2). Douglass also explains his story as a slave. He details his struggle being a slave, explaining that when he started working for Mr. Covey, that he was reluctant to be beaten by Mr. Covey (2). However, later in his narrative, Douglass tells that Mr. Covey broke his spirit and transformed him into a real slave (4). Later on, after a fight with Mr. Covey, Douglass explains that he regained his self-confidence and became determined to be free (1).

The conflicts between Douglass and Mr. Covey reveal that slavery can cause mental detriment to both slaves and masters. In Douglass's narrative, he shows that Mr. Covey has mistrust towards slaves, causing him to be violent towards them. Mr. Covey surprised his slaves enough to make them "feel that he was ever present" with them (2), possibly to prevent the slaves from rallying. Mrs. Covey's distrust in the slaves and thirst for power, made him violent towards the slaves, even at a slave's moment of weakness. On a hot day, Douglass became unable to work due to exhaustion and in doing so, Mr. Covey kicked Douglass several times and left a gash in his head. He-Mr. Covey- also appeared to be a highly religious man, perhaps to not be ashamed of his actions (2). Slavery made Mr. Covey a mistrustful, violent man, bur slavery affected Douglass differently. After a brutal experience in slavery, Douglass became a man that he did not want to be. Douglass became "wearied in body and broken in spirit" (8). Later on, though, with an inkling of hope, Douglass fights for himself, becoming a boldly defiant man (10). Different from Mr. Covey's experience with slavery, Douglass took his suffering and made something out of it.

An experience of Douglass's illustrates three classic American values: resistance to tyranny, self-reliance and individual rights. Douglass came to Mr. Covey resistant to be beaten (2), though he later became accustomed and weakened by the beating that he experience (4). Douglass later finds a root, from the guidance of another slave, which is to prevent Douglass from being whipped. After having the rot for a few days, Mr. Covey decides to tie up Douglass. Douglass then regains his original resistance to tyranny, grabs Mr. Covey's neck, causing then to fight and then for Douglass to win it (9,10). Douglass states that "it rekindled the few expiring embers of freedom" (10) and "it recalled the departed self-confidence," which shows that Douglass was able to become reliant on himself once more. Douglass also gained his own rights back, as a salve, because he fought as a slave, but was never whipped again (10).

Textual examples have been added and cited to support the student's claims.

The student's ability to analyze the rhetorical decisions of the author using textual examples qualify this paper as "marginally prepared." Stronger organization, the addition of detailed and direct quotes, and attention to MLA formatting and grammar would have qualified this paper as "prepared."