

Narrative of the Life of Frederick Douglass, an American Slave

Frederick Douglass

How can an opponent's argument reveal the argument against him?

CONTENT NOTE · Slavery, racist language, physical violence, and dehumanization.

TOTAL TIME

PASSAGE

30 minutes	Hugh Auld explains why literacy is dangerous
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FIND THE ANCHOR TEXT

Use the Anchor Text Table of Contents in the Enhanced Reader to open the START anchor. Then use the dropdown to select the END anchor.

SECTION / LOCATION	Chapter VI
START	Very soon after I went to live with Mr. and Mrs. Auld
END	education and slavery were incompatible with each other
PASSAGE ID	sec -04 -narrative -of -the -life -of -frederick -douglass -an -american -slave

THE MOVE

Infer what an opponent accidentally reveals

WHY THIS PASSAGE

Hugh Auld explains that literacy would make an enslaved person unfit for slavery and impossible to control. In trying to defend oppression, he accidentally gives Douglass a theory of liberation: knowledge threatens the system because it changes what the enslaved person can understand and desire.

MARK

Underline Auld's warnings about what literacy will do to an enslaved person. Circle every consequence he treats as dangerous to slavery. Star the statement that most clearly reveals why education threatens the system.

NOTICE

- What outcome does Auld fear if Douglass learns to read?

- Why does that fear reveal something important about how slavery maintains control?
- How can an opponent's argument supply the strongest reason to oppose his position?

THINK

Answer provisionally: How can an opponent's argument reveal the argument against him? Choose the strongest interpretation you can defend from this passage alone.

WRITE

Write a short evidence-based response to: How can an opponent's argument reveal the argument against him? Use at least two details from the assigned passage and explain how they support your interpretation.

CLOSE

Name the single detail that most changed or sharpened your interpretation, and explain why.

STRONG ANSWER	Auld's warning accidentally reveals that slavery depends on keeping enslaved people from knowledge that would make domination harder to sustain. His anti-literacy argument becomes Douglass's argument for literacy because it identifies education as a threat to control.
EVIDENCE	Use Auld's claims that reading would make Douglass 'unfit' for slavery, discontented, and difficult to control. The strongest answer connects the master's fear of literacy to the system's dependence on enforced ignorance.
WATCH FOR	Do not stop at 'Auld is hypocritical.' The important inference is that his own explanation exposes how slavery maintains power.
SOLO	Read the exact passage independently.
SUPPORTED	Use narration and sentence highlighting while reading the same passage.
LISTENING	Listen to the exact passage; visual following is optional. Same question and evidence demand.

STUDENT PAGE · SAME PASSAGE, SAME THINKING

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START ANCHOR	Very soon after I went to live with Mr. and Mrs. Auld
END ANCHOR	education and slavery were incompatible with each other

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OPEN THE MARKED PASSAGE IN TUMBLELIT

SOLO: read independently. SUPPORTED: use narration + highlighting. LISTENING: listen to the exact passage. The question and evidence task stay the same.

1. MARK - Underline Auld's warnings about what literacy will do to an enslaved person. Circle every consequence he treats as dangerous to slavery. Star the statement that most clearly reveals why education threatens the system.
2. NOTICE - What outcome does Auld fear if Douglass learns to read? Why does that fear reveal something important about how slavery maintains control? How can an opponent's argument supply the strongest reason to oppose his position?
3. THINK - Answer provisionally: How can an opponent's argument reveal the argument against him?
4. WRITE - Write a short response using at least two pieces of evidence from this passage.

Use evidence from the assigned passage. Show what you noticed and how the text supports your interpretation.