

Requirements:

Write an informative/explanatory essay that addresses the prompt below. Use quotations and specific examples from the text to support your thesis, and make sure to include page citations. Example: "...slavery" (Douglass 43). This paper should follow established MLA guidelines such as typed, double-spaced, 12-point Times New Roman font. Include standard MLA header and heading. A rubric for this assignment is attached; please review it for more information.

****All papers must be submitted online to turnitin.com along with a paper (printed) copy***

Prewriting Worksheet Due: *Tuesday, December 10th*

Rough Draft Due: *Friday, December 13th* - to TII.com by 11:59 pm Minus one letter grade on final paper if not submitted on time

Final Draft Due: *Tuesday, December 17th* - (a printed copy and submit to turnitin.com by the end of the class period)

Frederick Douglass was a former slave who became a renowned public speaker, politician, educator, and anti-slavery advocate during the 19th century. He traveled throughout America and abroad, sharing his stories about and views on the slave system with abolitionists. In 1845, he published his autobiography, *Narrative of the Life of Frederick Douglass*, a text widely read and praised by abolitionists of the time.

Essay Prompt:

How does Frederick Douglass make an effective argument against slavery using the rhetorical elements of persuasion (ethical, emotional, and logical appeal)?

Make sure you include a thesis that answers the prompt, and remember, this paper is not about whether or not you agree with Douglass, or whether or not slavery is wrong. This paper is about Douglass's argument, and how he creates a strong, persuasive text using a variety of rhetorical techniques and strategies.

As you write your paper and analyze the text, keep in mind how Douglass' support for his argument contributes to his **purpose**. *Do not simply summarize the events and ideas in the book!* Think of the events in Douglass's *Narrative* as intentionally and consciously chosen to support his argument.

In order to answer the above prompt fully, you need to take some time to go back through the text to find relevant rhetorical appeals used by Douglass. To do that, complete the pre-writing assignment that follows.

Process Paper - Prewriting

Directions:

Answer the following questions finding textual evidence from the book—and noting their page numbers in your response—and then use your responses to help write your paper.

A. How does Douglass use examples that get an emotional reaction from the reader? (Pathos)



1. -Where does he try to make readers feel a specific emotion, such as sadness, anger, hope, sympathy, or any other emotion? Douglass uses a lot of emotional appeal to make readers feel that slavery was dehumanizing. For example, he starts off with the beating of his Young Grandma that he had to watch. This caused Traumas in Sadness/Anger.
(Trauma can cause both anger/sadness)
2. -How does he get them to feel this way, and how does this help convince his audience of his overall argument? He uses graphic detail / words to make you feel → this way. He convinces his audience of the emotional and physical pain he suffered.

B. How does Douglass use examples and strategies that make logical sense to the reader? (Logos)



1. Where does Douglass use techniques like compare & contrast, cause & effect, or analogy to show how slavery is unjust? Thomas recognizes that Slave holders use the bible to justify their treatment of slavery.
2. Where does he make allusions to literary or religious doctrines, or examine the historical, economic, or political impacts of slavery? "I mean strictly to apply to the Slave holding Religion of this land, and with no possible reference to Christianity Proper, for between the Christianity of this land, and Christianity of Christ, I recognize the widest possible difference so wide that to receive the one as good, pure, and holy, is to reject the other as bad, evil, and wicked."
(Appendix 1)
3. Where does he employ expert opinions, quotations, or other, similar evidence? *(Appendix to the life of Frederick Douglass, Page 152-153)* "They bind heavy burdens, and grievous to be borne, and lay them on Men's shoulders, but they themselves will not move them with one of their fingers."
4. How do any of these strategies help convince his audience of his overall argument? It provides logic about their point of views of Christianity back then also provides slave life examples, for example, Slave life → Douglass says "in my situation — without home or friends — without money or credit — wanting shelter, but no one to give it — wanting bread, but no money to buy it."

C. How does Douglass present himself as an ethical and moral person to the reader? How does this establish his credibility as a writer? (Ethos)



1. *Where does he show himself to be intelligent, well-informed, or knowledgeable?*

Douglass went to the shipyard and learned there by writing on the walls with chalk. Before, Douglass first learned his alphabet from Mrs. Auld.

2. *Where does he show himself to be kind, sympathetic, or sensitive to others?*

Douglass traded bread to street boys for lessons.

3. *Where does he show himself to be honest, moral, patriotic, or an overall "good person"?* Douglass was always obedient, he followed his master's orders when told (in slave homes)

4. *How do any of these strategies help convince his audience of his overall argument?*

It showed the audience that Douglass was all along the sweet-caring person but was treated wrong so he didn't always not like it. For example, when he traded bread for lessons to street boys.

Informational/Explanatory Essay Model

" _____ " (Title of Essay)

(Introductory Paragraph)

I. Intro. Sentence (Hook)

- A. Title, Author, Genre
- B. Background Information of Text (2-3 sentence summary)
- C. Thesis Statement

(3 Body Paragraphs)

II. Intro. Sent. (Topic Sentence)

- A. Concrete Detail
 - 1. Commentary
 - 2. Commentary
- B. Concrete Detail
 - 1. Commentary
 - 2. Commentary
- C. Concluding Sentence

III. Intro. Sent. (Topic Sentence)

- A. Concrete Detail
 - 1. Commentary
 - 2. Commentary
- B. Concrete Detail
 - 1. Commentary
 - 2. Commentary
- C. Concluding Sentence

IV. Intro. Sent. (Topic Sentence)

- A. Concrete Detail
 - 1. Commentary
 - 2. Commentary
- B. Concrete Detail
 - 1. Commentary
 - 2. Commentary
- C. Concluding Sentence

(Concluding Paragraph)

V. Intro. Sent. (Restatement of Thesis)

- A. Summary of Paragraph #1
- B. Summary of Paragraph #2
- C. Summary of Paragraph #3
- D. Final Thoughts