

Literary Analysis over the Narrative of Frederick Douglass

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1. Introduction

Frederick Douglass's narrative of life is regarded as one of the most influential books ever written. It allows one to move into the period of slavery and experience the brutality of the slavery era literally as well as psychologically. It gets more interesting from the reality that the American slave wrote this himself. The main theme of this essay circulates around Douglass's Narrative that demonstrates the manner in which white slaveholders continue oppression by punishing their captives. Several minds assumed at the time Douglass wrote this, slavery was a normal condition of life.

Slave owners kept slaves unaware of essential information regarding themselves, including date of birth or inheritance facts. Such traumatic events highlight the Douglass master's brutality and hatefulness. The text is composed of the descriptions of the masters who controlled Douglass at different periods in his lifetime (Sinha: 209). They all enforced each other so they were founded in a single picture of a barbaric, evil, arrogant slave who did not deter believing in God from punishing the slaves to death, abusing Black people, disrespecting them as they were animals, and ignoring their human characteristics.

2. Main body

First, by naming himself an American slave, Douglass tells his viewers that slavery has not occurred in some far-off country; it has occurred in America, the "place of the free." Secondly, the expression, "Written by Himself." This may sound simple, too, although there is a legitimate argument. In the mid-1880s, some white Americans had a hard time thinking a Black individual should even read and comprehend, far less to write another book. In the Narrative, Douglass shows that slaveholding is damaging not only to the slaves themselves but instead to slave owners as well. The deceptive and irresponsible control that slave owners wield

on their captives has a detrimental effect on the slave owners' overall oral health. In that sense, Douglass finalizes his ultimate portrayal of slavery as barbaric to all associated. Douglass describes the behavior patterns of typical slaveholders to reflect the harmful effects of slavery. He explains how often slave owners were compelled to undergo adultery even rape, fathering sons to their slave women.

As a boy, at an early age, he had seen and seen a number of things. Mr. Plummer (the supervisor) had been heartless and malicious. Frederick was waking up many mornings, owing to the aunt of Mr. Plummer whipping Frederick. Afterward, Frederick passed some of his young years on their farm with his old master's relatives. This plantation provided him a feeling about what slavery was really like. Fredrick Douglass's *Story of Life* describes significant incidents in the life of Douglass: seeing his aunt being killed, shifting to Baltimore, and training himself how to read and compose are only a handful of occurrences in the novel that carry it to existence. Such "seemingly scattered and incompatible" incidents, and the "enormous variety of knowledge" that Douglass describes throughout his story are finally realized throughout Fredrick Douglass's picture of the man a reader encounters. This "coherent and detailed whole" refers to a very particular objective: to clarify the impact of slavery on an individual and to serve as a tool for standing behind the emancipation movement.

The fight to gain literacy is a topic reflected in Douglass's *Story* that is special to African Americans. His willingness to know is balanced by his teacher, the reluctance by Teacher Hugh to encourage him to know. Finally, Douglass discovers how to compose from the old copybooks of Hugh's son and the impoverished white children who worked in the same neighborhood essentially trying to appropriate the white dialect and grammar, calling it his own. The story of Douglass is tales of African American spirituality. There's a portion of the plot where Douglass goes to Thomas Auld's home to talk about Covey's abuse, and Covey's promise of whipping him where he gets back becomes very clear. Sandy, a slave from the

surrounding land, offers Douglass a root to shield him from getting whipped by a white man and shockingly (Stone : 429). The origin is a connection to rootwork, or conjure, which is also another peculiar definition in African Americans. References of conjure in slave stories are popular, and such details which might seem unfamiliar to the reader of today act as a cautionary tale of the African American language in slave narratives.

As Douglass develops his own usefulness by being literate, he discovers the group politics which enslave him. Moreover, Douglass is confident of this discovery and firmly guards it since his freshly acquired awareness would enable him to threaten these laws, his society, and his master by rebelling against them. The reality that the type of revolt Douglass takes place within the boundaries of his society's politics is expressed in the language of his discourse. One reason Douglass claims the slaves have been held in intellectual captivity has been in the field of schooling. Slaves have deprived the right to read and compose-and obstructed at all times. They were supposed to work all day long and be oblivious of the environment around them from a young age forward.

Douglass claims that the slaveholders would encourage the slaves to participate in trivial and humiliating practices, rather than reading the very book on which their religion was founded. He claims the slaveholders retained the slaves bound by this lack of education as they let the slaves believe that debauchery actually entails all dignity. One of Douglass's most powerful points is that slavery often corrupts the white slaveholders and psychologically enslaves them. She became inspired by the control she acquired over another human being and her ability to maintain that influence to continue and hold Douglass ignorant and view him as a lesser being. She had once been kind-hearted but is turned into a cruel and unfeeling human by her corrupting influence, screaming at Douglass with frustration as he attempts to listen. Slavery locks her to another person's pain that she might otherwise have sympathized with (Bennett : 255). On the heart, Douglass's story is meant to illustrate the barbarity and

oppression of slavery.

In the story of Frederick Douglass, the memories of the slaves were stolen by removing their original tongue. A shared tongue, like slaves in a remote desert, provides a sense of culture and a cultural history. They are relegated to the nameless roles culture places upon them without their popular tongue: as workers who can not use their words to be understood. Douglass expresses a new reality in this culture by voice: 'the theory that a still tongue allows a wise ear.' In this case, the very meaning of 'maxim' as 'general fact' is nonsensical and near ironic. At a period of extreme racism in America, though, Douglass published the Story, also in the free North. Blacks were not supposed to be trained to write or communicate as well as he did, particularly the former slaves. For this, several readers believed that his research was credible and this made it challenging for him to fulfill his narrative intent. He was compelled to commonly use ethos to develop his credibility and thus boost the effectiveness of his work in persuading human beings to sympathize with him

3. Conclusion

Frederick Douglass's writing became more than just a compelling tale for Frederick Douglass, who will continue to be extremely popular and prominent. To say his tale was a significant boost to the abolitionist movement, and it became incredibly important to express the horrific reality of slavery. Douglass wanted to invoke the kind of feelings that would support the cause he found most significant. He was in just the place to have this impact as a superbly insightful writer with a heart-wrenching tale of horrific tragedy. The manner Douglass deliberately utilizes vocabulary is remarkable and it is clear that each word within the story has been crafted to have a specific impact. His intentionally nonchalant comments regarding the tragedy and increasingly more evocative depictions of brutality both added to his attempt to win over the reader and portray the realities of slavery to their fullest degree.

References

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