

# 1988 AP English Language and Composition

## Free Response Essay Questions

### Question 2

(Suggested time—40 minutes. This question counts one-third of the total essay section score.)

Read the following passage in which Frederick Douglass recounts his emotions on escaping slavery and arriving in New York in 1838. Then write an essay in which you analyze the language—especially the figures of speech and syntax—Douglass uses to convey his states of mind.

The wretchedness of slavery, and the blessedness of freedom, were perpetually before me. It was life and death with me. But I remained firm, and according to my solution, on the third day of September, 1838, I left my chains, and succeeded in reaching New York without the slightest interruption of any kind. How I did so—what means I adopted,—what direction I travelled, and by what mode of conveyance,—I must leave unexplained, for the reasons before mentioned.

I have been frequently asked how I felt when I found myself in a free State. I have never been able to answer the question with any satisfaction to myself. It was a moment of the highest excitement I ever experienced. I suppose I felt as one may imagine the unarmed mariner to feel when he is rescued by a friendly man-of-war from the pursuit of a pirate. In writing to a dear friend, immediately after my arrival at New York, I said I felt like one who had escaped a den of hungry lions. This state of mind, however, very soon subsided; and I was again seized with a feeling of great insecurity and loneliness. I was yet liable to be taken back, and subjected to all the tortures of slavery. This in itself was enough to damp the ardor of my enthusiasm. But the loneliness overcame me. There I was in the midst of thousands, and yet a perfect stranger, without home and without friends, in the midst of thousands of my own brethren—children of a common Father, and yet I dared not to unfold to any one of them my sad condition. I was afraid to speak to any one for fear of speaking to the wrong one, and thereby falling into the hands of money-loving kidnappers, whose business it was to lie in wait for the panting fugitive, as the ferocious beasts of the

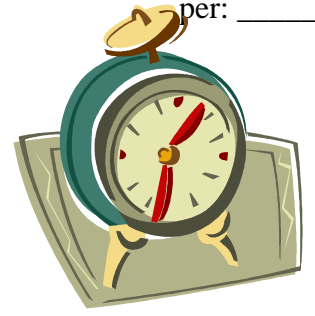
forest lie in wait for their prey. The motto which I adopted when I started from slavery was this—"Trust no man!" I saw in every white man an enemy, and in almost every colored man cause for distrust. It was a most painful situation; and, to understand it, one must needs experience it, or imagine himself in similar circumstances. Let him be a fugitive slave in a strange land—a land given up to be the hunting-ground for slave-holders—whose inhabitants are legalized kidnappers—where he is every moment subjected to the terrible liability of being seized upon by his fellow-men, as the hideous crocodile seizes upon his prey!—I say, let him place himself in my situation—without home or friends—without money or credit—wanting shelter, and no one to give it—wanting bread, and no money to buy it,—and at the same time let him feel that he is pursued by merciless men-hunters, and in total darkness as to what to do, where to go, or where to stay,—perfectly helpless both as to the means of defense and means of escape,—in the midst of plenty, yet suffering the terrible gnawings of hunger,—in the midst of houses, yet having no home,—among fellow-men, yet feeling as if in the midst of wild beasts, whose greediness to swallow up the trembling and half-famished fugitive is only equalled by that with which the monsters of the deep swallow up the helpless fish upon which they subsist,—I say, let him be placed in this most trying situation,—the situation in which I was placed,—then and not till then, will he fully appreciate the hardships of, and know how to sympathize with, the toil-worn and whip-scarred fugitive slave.

—Frederick Douglass

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

per: \_\_\_\_\_

## Timed Writing Practice!



What does the \_\_\_\_\_ Prompt....

ask us to create? \_\_\_\_\_

ask us to do in our creation? \_\_\_\_\_

ask us to identify? \_\_\_\_\_

### Evidence--Part 1

Line numbers:

Looking for:

Evidence (ie., textual instances, w/line nos.)

Language feature(s) employed  
(categorize the evidence)

### Evidence--Part 2

Line numbers:

Looking for:

Evidence (ie., textual instances, w/line nos.)

Language feature(s) employed  
(categorize the evidence)

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

per: \_\_\_\_\_

### Evidence--Part 3

Line numbers:

Looking for:

Evidence (ie., textual instances, w/line nos.)

Language feature(s) employed  
(categorize the evidence)

### Evidence--Part 4

Line numbers:

Looking for:

Evidence (ie., textual instances, w/line nos.)

Language feature(s) employed  
(categorize the evidence)

### Evidence--Part 5

Line numbers:

Looking for:

Evidence (ie., textual instances, w/line nos.)

Language feature(s) employed  
(categorize the evidence)

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

per: \_\_\_\_\_

### Thesis time!

What are the two or three most prominent features in the selection?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now take these two or three components and construct a thesis that ADDRESSES THE SPECIFIC QUESTION:

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Now that we have a thesis, let us briefly plan our essay. We should have one body paragraph for each specified component (identified in our thesis). Complete thoroughly.

Essay paragraph 2 <u>Topic</u> (Same as 1 above):	Evidence to be included (w/line nos.):	Topic Sentence (Repeats a key word from the thesis statement):
Essay paragraph 3 <u>Topic</u> (Same as 2 above):	Evidence to be included (w/line nos.):	Topic Sentence (Repeats a key word from the thesis statement)::
Essay paragraph 4 <u>Topic</u> (Same as 3 above):	Evidence to be included (w/line nos.):	Topic Sentence (Repeats a key word from the thesis statement)::