

## Quick Check

## Frederick Douglass: Forever Free

Name \_\_\_\_\_ Date \_\_\_\_\_

**Instructions:** Read each question carefully and choose the best answer.

1. The more young Frederick read about abolition, the more \_\_\_\_\_.
  - Ⓐ he fought with other slaves
  - Ⓑ he wanted to go to college
  - Ⓒ he dreamed of escape
  - Ⓓ he wanted to meet President Lincoln
2. Which of the following tells a way that Frederick learned to read and write?
  - Ⓐ He started working for a newspaper.
  - Ⓑ He traded food with some boys in his neighborhood.
  - Ⓒ He joined the Underground Railroad.
  - Ⓓ He went to school.
3. Young Frederick learned that **abolition** is the act of \_\_\_\_\_.
  - Ⓐ ending, or doing away with, slavery
  - Ⓑ starting a the Civil War
  - Ⓒ keeping the rights of slave owners
  - Ⓓ giving the right to vote for women
4. When Douglass wrote, "Once you learn to read, you will be forever free," he probably meant \_\_\_\_\_.
  - Ⓐ going to school meant you could be a freed slave
  - Ⓑ education opens up doors of opportunity
  - Ⓒ blacks could be freed if they could pass a reading test
  - Ⓓ none of the above

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Name \_\_\_\_\_ Date \_\_\_\_\_

5. Soon after Douglass published his autobiography, he \_\_\_\_\_.
  - Ⓐ helped run the Underground Railroad
  - Ⓑ organized uprisings in the South
  - Ⓒ was captured and forced back into slavery
  - Ⓓ left the country for a speaking tour
6. What did Douglass do when he returned to the United States?
  - Ⓐ He founded a newspaper.
  - Ⓑ He went back to the South.
  - Ⓒ He died of cholera.
  - Ⓓ He was arrested for protesting at the White House.
7. Which of the following changes did Douglass's writing and speaking help bring about after the Civil War?
  - Ⓐ Slavery was abolished.
  - Ⓑ Former slaves became part of the Underground Railroad.
  - Ⓒ All men and women were granted the right to vote.
  - Ⓓ All of the above
8. What influence did Frederick Douglass have on President Abraham Lincoln?
  - Ⓐ He helped Lincoln write his autobiography.
  - Ⓑ He wrote the Gettysburg Address for Lincoln.
  - Ⓒ He convinced Lincoln to allow black soldiers to fight for the North.
  - Ⓓ All of the above
9. Read these sentences: *Douglass spoke so well that some whites refused to believe that he had even been a slave. To prove he had been a slave, Douglass wrote an autobiography.* What describes the relationship between these sentences?
  - Ⓐ The sentences describe steps in a process.
  - Ⓑ The first sentence gives the cause of the second.
  - Ⓒ The sentences compare and contrast two events.
  - Ⓓ The second sentence gives the reason for the first.

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**10.** What was the author’s purpose for writing this book?

- Ⓐ to explain the history of the American Civil War
- Ⓑ to persuade readers to visit the Lincoln Memorial
- Ⓒ to inform readers about the life and work of Frederick Douglass
- Ⓓ to describe abolition

**11. Extended Response:** How did Frederick Douglass change the way the country thought about slavery and race?

**12. Extended Response:** In what ways can Frederick Douglass be considered the “father of the civil rights movement”? Explain your answer.

## Quick Check Answer Sheet

## Frederick Douglass: Forever Free

Main Comprehension Skill: Elements of a Biography

1. Ⓒ Cause and Effect
2. Ⓑ Main Idea and Details
3. Ⓐ Vocabulary
4. Ⓑ Make Inferences / Draw Conclusions
5. Ⓓ Sequence Events
6. Ⓐ Sequence Events
7. Ⓐ Elements of a Biography
8. Ⓒ Elements of a Biography
9. Ⓑ Cause and Effect
10. Ⓒ Author's Purpose
11. Answers will vary but should include any conclusions drawn from the book, for example, *starting a newspaper, speaking out on slavery, writing books, working with President Lincoln*, and so on.
12. Answers will vary, but should draw upon any conclusions drawn from the book's information, for example, *he continued to work to promote equality for all Americans, including blacks, women, Native Americans, and immigrants; he wrote thousands of speeches and editorials calling for social justice; he influenced the passing of the Thirteenth, Fourteenth, and Fifteenth Amendments to the United States Constitution*; and so on.