

Slave Narrative Reasearch

by Kendra Charles

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Professor Peterson

CENG 106 WS



The Autobiography of a Female Slave



The Autobiography of a Female Slave novel is based on a female slave whose name is Ann. Ann was born in Southern Kentucky to a mulatto mother and her father whom was supposedly white. Ann not being black and being a slave was technically called the “child” because her masters would not admit that she was white (Browne 11-12). Ann learned to read as a child and her master was nice and kind to her and they had a good relationship. That would all change after her master dies and the estate where she resided has been sold and she has to serve a new master. In some cases slaves were released from their owners when the owner died leaving a will saying they were free because of their good work and loyalty” (“Differences in how slave owners treated their slaves”). Ann did not have the privilege to be free she was sold to a slave master down south. Throughout the narrative, Browne showcases the slave and master relationship to demonstrate the direct correlation between treatment and geography.



TRI Development

Ann never really knew what it meant to be a slave; she never had to do the work that slaves did. Ann was treated every kind of way except how most slave masters treated their slaves, which was usually all kind of bad. Ann’s slave master and family taught her how to read and they were kind to her. This novel is centered on Ann who encounters many struggles, especially having to leave the good (master) whom resided in Kentucky to only end up with the

organ

bad and the ugly (master) whom resided in Virginia. With the slave masters, Ann had a master who treated her kind and generous to a master who treated her like she was nothing more than a piece of trash. Dwight states, “The slaves have a great dread of being sold and carried south. It is generally said, and I have no doubt of its truth, that they are much worse treated farther south” (Weld 21). Consecutive Citation American Newspaper states, “Slaves were not considered a person but considered as a “thing” (“Anti-Slavery Selections Condition and Treatment of Slaves”). That is exactly how Ann got treated the second time, like a thing. Quote Integration. A primary mode of punishing the slaves is both cruel and barbarous. The masters seldom, if ever try to govern their slaves by moral influence, but by whipping, kicking, beating, starving, branding, cat-hauling, loading with irons, imprisoning, or by some other cruel mode of torturing” (Weld 20). “Other slave owners in Virginia smoked their slaves. This involved whipping them and putting them in a tobacco smokehouse” (“Slaves”). Consecutive Citation changed for Ann and after her move she finds out the horror of being a slave and what slavery is all about. 5

An evaluated source states, “Many slaves were treated depending on their age, looks, strength, and attitude” (“Slaves”). Ann’s first slave master not seeing her as black or being a slave, she was treated well. After Ann was sold, her new slave master saw her has a black girl even though she was light skin and would be considered a slave. Her new slave master would now talk to her and say things like, “See here, nigger (this man, raised among negroes, used their dialect), if you dar’ to give another whimper, I’ll beat the very life out ‘en yer.” (Browne 16). The difference between Ann’s first master and her last one was very different. In Kentucky, Ann was treated like she was almost a part of the family because she did no work. In Virginia, Ann’s whole world change, she would now understand what being a slave really means. Ann now being considered a slave would be treated like a slave and giving the same amount of work. 6

TRI
Development

Ann had a hard time transitioning from a pleasant slave owner to unpleasant one. “Along with nice slave owners there were also some unkind ones. Well actually there were more unkind slaves than kind ones, and that was a problem. Ann did not know of the unkind slaves until she move toward the South. Technically no slave owner is nice for owning a slave but the Northerners treat their slaves kindly while most Southern slave owners did not.” (“Differences in how slave owners treated their slaves”). Ann had to go from being treated with kindness and respect to being treated the total opposite. She had a good relationship with her first slave master and with her second slave master the relationship was a drastic change which had a lot to do from transitioning from the North to the South. Ann was facing a huge battle, leaving her mother behind and now having to become a slave, two things she never thought she have to do in her young life.

TRI
Development

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TRI Development

The deceptions and rationalizations of the unpleasant, rude Southern slaveholders showed how they could treat the slaves any kind of way they wanted under their own terms. The law was set up where the slaves could have no say so whatsoever in court for what their slave owners did to them. If a slave had a good relationship with their master and after being sold they got beating or any other kind of cruel punishment it was absolutely nothing they could do about. provided slaves with virtually no protection from their masters. On large plantations this power was delegated to overseers. These men were under considerable pressure from the plantation owners to maximize profits. They did this by bullying the slaves into increasing productivity. The punishments used against slaves judged to be under-performing included the use of the whip. Sometimes slave-owners resorted to mutilating and branding their slaves.” (“Anti-Slavery Selections Condition and Treatment of Slaves”). Ann began to see things she did not like; she especially did not like the relationship between her master and her because it was something she

Quote Integration

was not used to. Even though it was **Contractions** and she did not like the hand she was given to deal with, she could not do anything about it. **Relevance?**

Ann's master was a complete turnaround from her last master. Her new master did **TRI Development** not speak to Ann as if her old master was speaking to her. He did not call Ann by her name but called her "nigger" or "gal". Anderson exclaimed, "My old Marster was a good man, he treated all his slaves kind, and took care of dem, he wanted to leave dem hisn chillun. It sho' was hard for us older uns to keep de little cullered chillun out ob de dinin' room whar ol marster ate, cause when dey would slip in and stan' by his cheer, when he finished eatin' he would fix a plate and gib dem and dey would set o-n de hearth and eat." ("Interview With Charity Anderson"). Ann was similar to Anderson in the beginning, having a nice slave master and being treated good having a good relationship. Anderson also stated, "all white folks warn 't good to dere slaves, cause I've seen pore niggers almos' tore up by dogs, and whipped unmercifully, when dey did'nt do lack de white folks say." ("Interview with Charity Anderson"). Ann story can also be related to Anderson's statement because after her first master, Ann began to receive poor treatment. She began to get whipped and being talked to differently. It is evident that Ann shifting from up North to down south played a huge role in her treatment.

Ann had been going through so much with her new slave master. Ann was **TRI Development** getting punished for alleged impudence. She was taken to the barkeeper for a whipping, her master declaring that **TRI C** "gentlemen do not correct Negroes; they hire others to do that sort of business" (Browne 280). The barkeeper tried to seduce Ann and she knocks him out with a broken bottle and was sent to jail. Ann had to go to court and face her slave master and she was found guilty and sentenced to two hundred lashes. **Quote Integration** If a slave talks back to his/her master they would be whipped, and they could even be arrested. The slave can only do what his master orders, they

cannot do what they wanted. The slave could not choose where they wanted to live, or who they wanted to live with or who they wanted to work for.” (“Slaves”). Ann had to do what her slave master even if she did not like it or was not used to doing it. Ann broke a “rule” and had to do whatever she was told but she lashed and had to do what the court ordered her. The punishment in the South was more humane than punishment in the North.

In *The Autobiography of a Female Slave* the slave/master relationship intertwine with the role of geography plays a major role in this novel. Ann and her relationship between her first slave master was good. The good relationship with Ann and her slave master had a lot to do with location. Ann’s first slave master did not treat her like a slave because she did not look black and was too pretty to be a slave. They taught Ann how to read and do things slaves were not supposed to do. Ann was not treated like a slave with her first master simply because there was really no harsh treatment up North. Ann’s life completely transitioned after her first slave master passed away. Her new slave master called her names and treated her how most slaves were treated. Now, she had to do work and do everything she was told and not being able to say a word about it. After moving down south to Virginia, Ann received harsh treatment. The South was all about slavery and punishment. “Throughout the South, most southern people remained supportive of slavery”. (“Differences in how slave owners treated their slaves”). Slavery and punishment is what Ann experienced when she was moved down south. Pleasant slave owners which resided in the North treated their slaves with much more respect in contrast to the unpleasant slave owners whom resided in the South, their slaves got no respect what so ever. After being in both worlds, Ann felt the difference of having a relationship with a slave master from the North versus having a relationship with a slave master from the South.

Works Cited Page

"Anti-Slavery Selections Condition and Treatment of Slaves." African American Newspapers.

MLA January 1848. Print

Browne, Martha Griffith. *Autobiography of a Female Slave*. New York: Redfield, 1857. Print

MLA "Differences in how slave owners treated their slaves." Glogster 16 Feb. 2012. Print

"Interview With Charity Anderson, Former Slave." Southernhistory.net Federal Writers Project.

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<http://www.southernhistory.net/index.php?name=News&file=article&sid=8658>>

"Slaves." ThinkQuest. Oracle Foundation, 2001. Web. 12 Mar. 2012.

<<http://library.thinkquest.org/J0112190/slaves.htm>>.

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Ms. Charles,

Thank you for your submission. It does a good job of signaling your narrative and thesis overall.

It doesn't though, satisfy the assignment requirements, I'm afraid. You must meet the page requirement, topic signal, and academic title aspects. Please be consistent in your MLA formatting, paying special attention to formatting. You should also think more about how your sentences link with one another, as this reads a bit disconnected in places.

Lastly, this paper has sources in the paper not listed on the Works Cited page. They must match.

Please let me know if you have any questions.

1. Topic?

Italics <p>Italics alert readers that you are using a word or phrase in a special way. The use of italics marks the titles of long works; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=514&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 44g. Italics indicate that words and letters are being referred to as such; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=515&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 44h. Italics identify the names of specific spacecraft, aircraft, ships, and trains; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=515&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 44i. Italics are used for foreign words and phrases only if they are not in common use; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=515&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 44j. In plain text email, you'll need to substitute a pair of underscores for italics; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=515&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 44k. Italics can be used to emphasize words, but use this technique sparingly.</p>

2. What about it? Slant?

Wrong Word <p>Choosing effective words and using words correctly are fundamental to clear writing. When you revise

and edit your writing project, make sure your words have the desired effect and support your rhetorical purpose; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=31&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see chapter 3. Once you are satisfied with the overall structure and content of your essay, edit individual sentences for clarity, effectiveness, and variety. <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=383&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>See chapters 24-27. Be sure to look at diction and word choice; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=399&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see chapters 28 and 29. Check your spelling; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=523&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 46a to 46d. </p> <p>Consult the glossary of usage in the back of the book if you aren't sure which word to use.</p>

Sentence variety needed. Avoid beginning your sentences in the same way or with the same words.

Properly introduce quoted material.

Fused Sentence <p>A fused sentence occurs when two independent clauses run together without any punctuation separating them. To find fused sentences, look for sentences with more than one subject-verb pair. When independent clauses are joined with no punctuation, they must be revised. You can revise by separating the clauses into two distinct sentences; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=433&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32a. Or you can revise by separating the independent clauses with a comma and then a coordinating conjunction; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=433&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32b. When you want to emphasize the continuity of thought between two closely related independent clauses, use a semicolon between them; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=434&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32c. To learn how to punctuate transitional expressions that come between independent clauses;

page=434&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;">see 32d. You may also choose to revise fused sentences by rewriting; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=435&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;">see 32e.</p>

Coherence <p>Good writing should be coherent--that is, the ideas should progress logically and smoothly from one sentence to the next throughout the text. </p> <p><a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=18&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;">For more information about coherence, see 2b.</p>

3. Good thesis. Title should reflect this slant.

TRI

Organization When your ideas are well organized, readers find it easy to understand your chain of thought. If you want to check your organization by making an outline, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=29&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;">see 2g.

Coherence <p>Good writing should be coherent--that is, the ideas should progress logically and smoothly from one sentence to the next throughout the text. </p> <p><a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=18&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;">For more information about coherence, see 2b.</p>

PAGE 2

4. Who is this? Write as if the reader doesn't know.

Avoid back to back citations, as this signals that your don't have enough to say about your ideas.

Properly introduce quoted material.

Avoid back to back citations, as this signals that your don't have enough to say about your ideas.

5. How does this relate to your thesis? Keep in mind the purpose of the supporting paragraphs.

TRI

Omit vague words.

6. SHOW the connection between treatment and geography.

PAGE 3

TRI

7. What's the format for long quotes?

8. What's the point of this summation?

TRI

Properly introduce quoted material.

PAGE 4

Omit contractions from formal writing assignments.

Connection to the thesis?

TRI

TRI

Lowercase <p>Change a capital letter to lowercase.</p> For capitalization conventions, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?
page=509&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;">see chapter 44. For words in a title that should be capitalized and lowercase according to
MLA style, see "Title of Book or Part of Book" on page 194. For the APA rules regarding capitalization in titles, see "Title of Book or Part of Book" on page 245. For CMS rules, see page 285.

Square Brackets <p>Use square brackets within quotations or within parentheses. Inside quotations, brackets usually indicate that the words they enclose are yours and not those of the original author, or that you have changed a direct quotation. Within parentheses, brackets are used to add very brief additional information about the material in parentheses. </p> <p>For more information about square brackets, see 43c.</p>

Properly introduce quoted material.

PAGE 5

Redundant <p>Redundancy is repetition for no good reason. It contributes to wordiness. See 27 a.</p> <p>In some languages, the subject of a clause can be repeated, but this is not the case in English. See 50a.</p>

9. Is it a novel or autobiography?

10. Who?

Coherence <p>Good writing should be coherent--that is, the ideas should progress logically and smoothly from one sentence to the next throughout the text. </p> <p>For more information about coherence, see 2b.</p>

11. No support needed for the conclusion. This is repetitive.

PAGE 6

Delete <p>Watch for and delete unnecessary elements during the editing and proofreading process. Once you are satisfied with the overall structure and content of your writing project, move to editing individual sentences for clarity, effectiveness, and variety. Be sure to look at diction, word choice, punctuation, and spelling. Proofreading means making a special search to ensure that the final work you submit is free from error. This is usually the last step in your editing process. The final draft should reflect the care you took as a writer. </p> <p>See 3e and 3f for more information on editing and proofreading.</p>

MLA Documentation <p>The Modern Language Association (MLA) provides a citation style used to cite sources in the fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used. See chapter 13. If you need an example of how to cite a particular kind of source, such as a book or an article, see the list of MLA indexes on page 181. </p> For instruction on and examples of MLA in-text citations,see 13a. For Works Cited information, see 13b. To learn how to format a paper in MLA style using Microsoft Word, see 13c. For a sample paper that uses MLA style, see 13c.

page=231&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 13d.

MLA Documentation <p>The Modern Language Association (MLA) provides a citation style used to cite sources in the fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used. See chapter 13. If you need an example of how to cite a particular kind of source, such as a book or an article, see the list of MLA indexes on page 181. <p> <u> For instruction on and examples of MLA in-text citations, see 13a. For Works Cited information, see 13b. To learn how to format a paper in MLA style using Microsoft Word, see 13c. For a sample paper that uses MLA style, see 13d.

12. Last date of update needed for your web sources.

13. How can this be a print source when Glogster, which is not a credible source because it's a blog, is an electronic source?

MLA Documentation <p>The Modern Language Association (MLA) provides a citation style used to cite sources in the fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used. See chapter 13. If you need an example of how to cite a particular kind of source, such as a book or an article, see 13a. For Works Cited information, see 13b. To learn how to format a paper in MLA style using Microsoft Word, see 13c. For a sample paper that uses MLA style, see 13d.

14. You need balanced sources. Too many websites that aren't credible. More evaluation needed.

CONVENTIONS (20%)

3 / 5

EXCELLENT (5)	Assignment is a researched analysis of a specific slave narrative's contribution, legacy, influence, significance, etc. Adheres to the academic conventions of formal writing and research, writes confidently, organizes logically, quotes and cites consistently, and proofreads prior to submission.
GOOD (4)	Assignment is a breakdown or examination of a slave narrative, but may lack in a minor academic expectation.
SATISFACTORY (3)	Assignment lacks two or more SPA expectations. Eg., lapses in formality, research, vague references, word choice, coherence. Quotes/support present, but not sandwiched.
UNSATISFACTORY (2)	Assignment does not meet reader's expectations in most instances. May report rather than support.
UNACCEPTABLE (1)	Assignment does not resemble a research paper.

MLA CITATION (30%)

4 / 5

EXCELLENT (5)	•Includes parenthetical citations and a works cited page with at least 5 sources (a variety) •Cites in MLA consistently and correctly)
GOOD (4)	At least ¾ of the sources are cited correctly.
SATISFACTORY (3)	Half or fewer sources provide complete and thorough information.
UNSATISFACTORY (2)	Each source lacks part of required information, both works cited entries and in-text citations May lapse into a mixture of citation styles.
UNACCEPTABLE (1)	Formatting is careless or lacking. Assignment does not meet the source requirements (at least 5 sources). Assignment contains no works cited or in-text citations. Assignment is plagiarized.

DIRECTIONS (10%)

2 / 5

EXCELLENT (5)	•Provides at least 5 pages in length (not including the heading); at least 2 parenthetical citations per supporting paragraph. •Incorporates 1 inch margins rule all around (top, bottom, left, and right) •Produces a double spaced Word document •Types in Times New Roman 12 pt. font
GOOD (4)	Assignment meets page requirements but may lack in one minor requirement such as margins or font /size.
SATISFACTORY (3)	Assignment meets page requirements may be missing a minor and a major requirement.
UNSATISFACTORY (2)	Assignment almost meets page requirements, but contains major omissions such as spacing, MLA omissions, source omissions.
UNACCEPTABLE (1)	Document does not follow assignment instructions.

LANGUAGE (20%)

4 / 5

EXCELLENT (5)	Style, tone, and expression appropriate for academic writing; diction well chosen; syntax and mechanics virtually error-free.
GOOD (4)	Style and tone suitable for academic writing; syntax and mechanics have minor errors; diction appropriate in most instances.
SATISFACTORY (3)	Style and tone fall short of academic standards; distracting usage, diction, and mechanical errors.
UNSATISFACTORY (2)	Little resemblance to academic writing in most respects.

UNACCEPTABLE
(1)

Frequent errors inhibit clarity and meaning.

FOCUS (20%)

3 / 5

EXCELLENT
(5)

Clear introduction, research question and thesis that indicates an analysis of the slave narrative. Academic title and supporting paragraphs are effective. Concludes satisfactorily.

GOOD
(4)

Introduction may be clear and research question and thesis may be present, but document may stray somewhat. Title connects; supporting paragraphs may need to be more development. Conclusion present.

SATISFACTORY
(3)

Introduction lacks engagement and connection. Research question and thesis present; however, the document lacks in connection and support. Title may not connect to the main idea. Conclusion present but may not end effectively.

UNSATISFACTORY
(2)

Introduction fails to properly signal topic. Research question is unclear or missing. Thesis is general, vague iwordy, convoluted, or doesn't answer/address the question. Title is insignificant. Underdeveloped conclusion.

UNACCEPTABLE
(1)

No achievement in any of the focus criteria.