



The Grammar Dog Guide to Up From Slavery by Booker T. Washington

**All quizzes use sentences from the novel.
Includes over 250 multiple choice questions.**

About Gramwardog

Gramwardog was founded in 2001 by Mary Jane McKinney, a high school English teacher and dedicated grammarian. She and other experienced English teachers in both high school and college regard grammar and style as the key to unlocking the essence of an author.

Their philosophy, that grammar and literature are best understood when learned together, led to the formation of Gramwardog.com, a means of sharing knowledge about the structure and patterns of language unique to specific authors. These patterns are what make a great book *a great book*. The arduous task of analyzing works for grammar and style has yielded a unique product, guaranteed to enlighten the reader of literary classics.

Gramwardog's strategy is to put the author's words under the microscope. The result yields an increased appreciation of the art of writing and awareness of the importance and power of language.



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SAMPLE EXERCISES - UP FROM SLAVERY by Booker T. Washington

EXERCISE 5 COMPLEMENTS

Identify the complements in the following sentences. Label the underlined words:

d.o. = direct object

i.o. = indirect object

p.n. = predicate nominative

o.p. = object of preposition

p.a. = predicate adjective

- ___ 1. My life had its beginning in the midst of the most miserable, desolate, and discouraging surroundings.

- ___ 2. I have been unsuccessful in securing any information that would throw any accurate light upon the history of my family beyond my mother.

- ___ 3. I had no schooling whatever while I was a slave, though I remember on several occasions I went as far as the schoolhouse door with one of my young mistresses to carry her books.

EXERCISE 6 PHRASES

Identify the phrases in the following sentences. Label the underlined words:

par = participial

ger = gerund

inf = infinitive

appos = appositive

prep = prepositional

- ___ 1. When I had grown to sufficient size, I was required to go to the “big house” at meal times to fan the flies from the table by means of a large set of paper fans operated by a pulley.

- ___ 2. During the Civil War one of my young masters was killed, and two were severely wounded.

- ___ 3. Some of the slaves would even beg for the privilege of sitting up at night to nurse their wounded masters.

EXERCISE 9 STYLE: FIGURATIVE LANGUAGE

Identify the figurative language in the following sentences. Label the underlined words:

p = personification

s = simile

m = metaphor

h = hyperbole

o = onomatopoeia

- ___ 1. The picture of several dozen boys and girls in a schoolroom engaged in study made a deep impression upon me, and I had the feeling that to get into a schoolhouse and study in this way would be about the same as getting into paradise.

- ___ 2. I pity from the bottom of my heart any nation or body of people that is so unfortunate as to get entangled in the net of slavery.

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- ___3. During the whole of the Reconstruction period our people throughout the South looked to the Federal Government for everything, very much as a child looks to its mother.

EXERCISE 12 STYLE: ALLUSIONS AND SYMBOLS

Identify the type of allusion in the following sentences. Label the underlined words:

a. history b. education/literacy c. religion d. literature e. poverty

- ___1. I cannot remember having slept in a bed until after our family was declared free by the Emancipation Proclamation.
- ___2. How or where she got it I do not know, but in some way she procured an old copy of Webster's "blue-back" spelling book, which contained the alphabet, followed by such meaningless words as "ab," "ba," "ca," "da."
- ___3. Sunday schools were formed soon after freedom, but the principal book studied in the Sunday school was the spelling book.

EXERCISE 13 STYLE: LITERARY ANALYSIS – SELECTED PASSAGE 1

Read the following passage the first time through for meaning.

I pity from the bottom of my heart any nation or body of people that is so unfortunate as to get entangled in the net of slavery. I have long since ceased to cherish any spirit of bitterness against the Southern white people on account of the enslavement of my race. No one section of our country was wholly responsible for its introduction, and, besides, it was recognized and protected for years by the General Government. Having once got its tentacles fastened on to the economic and social life of the Republic, it was no easy matter for the country to relieve itself of the institution. Then, when we rid ourselves of prejudice, or racial feeling, and look facts in the face, we must acknowledge that, notwithstanding the cruelty and moral wrong of slavery, the ten million Negroes inhabiting this country, who themselves or whose ancestors went through the school of American slavery, are in a stronger and more hopeful condition, materially, intellectually, morally, and religiously, than is true of an equal number of black people in any other portion of the globe. This is so to such an extent that Negroes in this country, who themselves or whose forefathers went through the school of slavery, are constantly returning to Africa as missionaries to enlighten those who remained in the fatherland. This I say, not to justify slavery – on the other hand, I condemn it as an institution, as we all know that in America it was established for selfish and financial reasons, and not from a missionary motive – but to call attention to a fact, and to show how Providence so often uses men and institutions to accomplish a purpose. When persons ask me in these days how, in the midst of what sometimes seem hopelessly discouraging conditions, I can have such faith in the future of my race in this country, I remind them of the wilderness through which and out of which, a good Providence has already led us. (From Chapter 1 *A Slave Among Slaves*)

Read the passage a second time, marking figurative language, sensory imagery, poetic devices, and any other patterns of diction and rhetoric, then answer the questions below.

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18 hopelessly discouraging conditions, I can have such faith in the future of my race in this country, I
19 remind them of the wilderness through which and out of which, a good Providence has already led us.

- ___1. Line 2 contains an example of . . .
a. metaphor b. simile c. personification d. hyperbole
- ___2. ALL of the following descriptions are examples of metaphor EXCEPT . . .
a. *its tentacles fastened on the economic and social life* (Line 5)
b. *the school of American slavery* (Line 9)
c. *Providence so often uses men and institutions* (Line 16)
d. *the wilderness through which and out of which, a good Providence has already led us* (Line 19)
- ___3. In Line 7 *look facts in the face* is an example of . . .
a. metaphor b. simile c. personification d. hyperbole

SAMPLE EXERCISES - *UP FROM SLAVERY* by Booker T. Washington

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