Hey Class,

We're very excited to lead what we hope will be a thoughtful and relevant discussion tomorrow. We'll be talking about Grimes' and Douglass' notions about what it meant (and means) to be free as a Black person in America and trying to reconcile that with the white supremacy that has been re-validated by Trump's election.

To kick off that conversation, please re-read the two short passages from Douglass included below. We're very much looking forward to digging into this, and more, with all of you tomorrow.

Best,

Jeremy and Christina

PS. Don't forget: the cameras will be rolling tomorrow!

Passages ----- Passages -----

On being forbidden to learn to read Excerpt from bottom of p. 551

Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read. To use his own words, further, he said, "If you give a nigger an inch, he will take an ell. A nigger should know nothing but to obey his master—to do as he is told to do. Learning would *spoil* the best nigger in the world. Now," said he, "if you teach that nigger (speaking of myself) how to read, there would be no keeping him. It would forever unfit him to be a slave. He would at once become unmanageable, and of no value to his master. As to himself, it could do him no good, but a great deal of harm. It would make him discontented and unhappy."

White carpenters refusing to work with Black freemen Excerpt from middle of last paragraph of p. 580

All hands seemed to be very well satisfied. Many of the black carpenters were freemen. Things seemed to be going on very well. All at once, the white carpenters knocked off, and said they would not work with free colored workmen. Their reason for this, as alleged, was, that if free colored carpenters were encouraged, they would soon take the trade into their own hands, and poor white men would be thrown out of employment. They therefore felt called upon at once to put a stop to it.