



APA citation	McCurdy, M. (Ed.). (1994) <i>Escape from slavery: the boyhood of Frederick Douglass in his own words</i> . New York, NY: Alfred A. Knopf, Inc.
Number of pages	63
Illustrator's name	McCurdy, M.
Genre	Autobiography
Age range	Grades 5 – 8
Brief summary	Editor, Michael McCurdy, compiles this version of Frederick Douglass's autobiography, making it accessible to a young audience. Douglass's own words are introduced by McCurdy's summaries in each chapter, detailing the major events of the determined slave's insatiable hunger for freedom. The reader learns of the kind-hearted folks and the inhumane people he encounters along the way but one message resounds clearly: once Frederick began to learn what freedom meant, there was no alternative. In this edited version, McCurdy includes the key passages captured in Douglass's vivid descriptions and painful yet rejoiceful memories.
Brief evaluation	15/15 <i>Escape from Slavery: The Boyhood of Frederick Douglass in His Own Words</i> is a beautifully constructed, firsthand account of one slave's quest for freedom. The sensitive subject matter is carefully construed and handled with meticulous word choice.
Awards	1994 Booklist Books for Youth Editors' Choice

Criteria for Evaluation	0 Does not meet curriculum standards	1 Acceptable but not a first choice	2 Satisfactory	3 Right on target!
Plot	The plot is not interesting.	The plot holds the reader's attention and engages the reader.	The plot is intriguing and enjoyable.	The plot is engaging and provides a story line that invites the reader to turn to the next page!
Issue/Theme	The issue/theme is not pertinent to and/or inappropriate for the intended age group.	The issue/theme is engaging but is not handled in an impressive manner and/or does not thoroughly address the issue/theme.	The book carefully and effectively addresses a critical issue/theme for the intended age group.	The book appropriately covers relevant matters and enables the reader to critically think about his/her position on the issue/theme.
Characters	The characters are undeveloped.	The reader gets a sense of the characters and is somewhat able to get inside their thoughts and motivation but character development could be stronger.	The characters are well-developed. The reader is able to understand their motivation and behavior.	The character development is strong. The reader is able to empathize with their situations, understand their actions and reactions, and critically think about how s/he would behave in the characters' situation.
Dialogue	n/a	n/a	n/a	n/a
Writing Style	The writing style is poor, the story line unclear. It is difficult to follow the progression of events.	The writing style and fluency is acceptable. The reader may be confused on occasion as to sequence of events.	The writing style is enjoyable and the story flows in a natural, coherent progression.	The book is well-written, clearly relays critical information, and exemplifies exceptional mechanics of writing.
Reaction & Response	The book does not provide insight or provoke independent thought, opinions, or ideas.	The book causes the reader to think about the story, characters, and theme but may send conflicting messages that are too confusing for the intended age group.	The book effectively evokes a personal reaction to the text.	The book elicits some sort of a strong emotional reaction while provoking further contemplation of the theme and guiding the reader to independent thought.