

6 War and Freedom

Was slavery the cause of the Civil War?

1 The Civil War and emancipation

A. Look at the infographic below.

Why was slavery crucial to the South and its economy?

- The more slaves... the more...

B. Read the text. Which states were against slavery? What was the true reason for the Civil War? Explain using information from the text and the statistics on the infographic.

C. Pick out all the dates in the text and draw a Civil War timeline.

Use [Worksheet n°69](#).

For four years between 1861 and 1865 the United States engaged in a civil war. Divisions between the free North [= the Union] and the slaveholding South [= the Confederation] erupted into a full-scale conflict after the election of Abraham Lincoln¹ as president in 1860. Eleven southern states seceded from² the Union [...]. Lincoln [...] declared these acts of secession illegal, and asked Congress for 500,000 soldiers to crush³ what threatened to be an aggressive rebellion. In April 1861, the first shots were fired and what followed became a national tragedy of unimaginable proportions. More than 600,000 soldiers were killed and millions more wounded; large sections of the South were ravaged by violent battles [...].

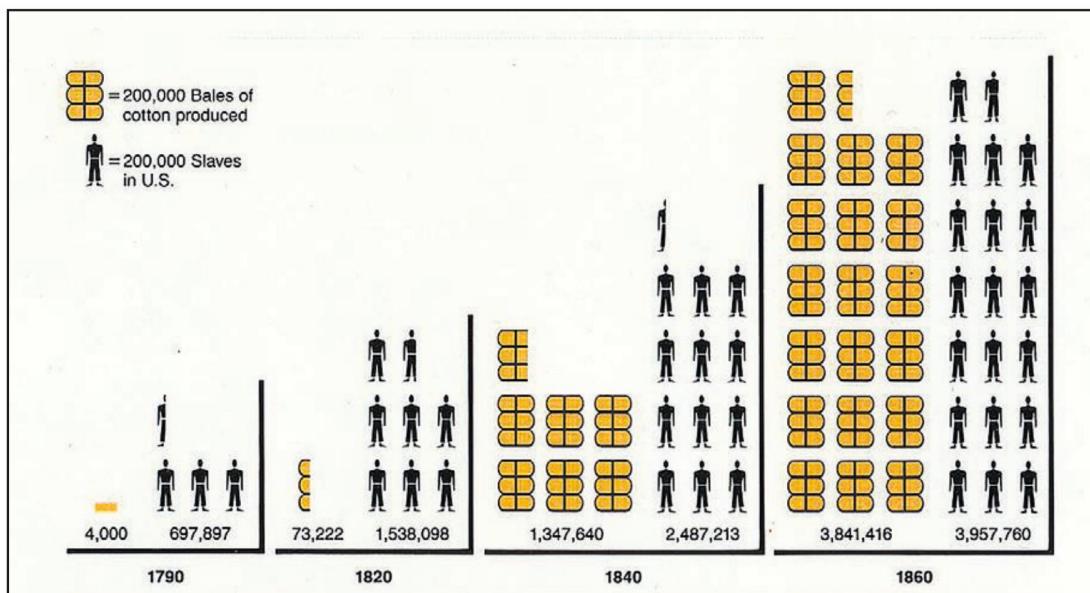
Though most Americans knew that the central reason behind the war was slavery, it was not until the Battle of Antietam in September 1862 that Lincoln began emancipating the slaves. On January 1, 1863, Lincoln issued his *Emancipation Proclamation* freeing all slaves in captured Confederate territory. From that point on, the war officially became one over the issue of slavery. Still, it was not until after the war, in December 1865, that the *Thirteenth Amendment* was ratified, finally freeing all slaves in America.

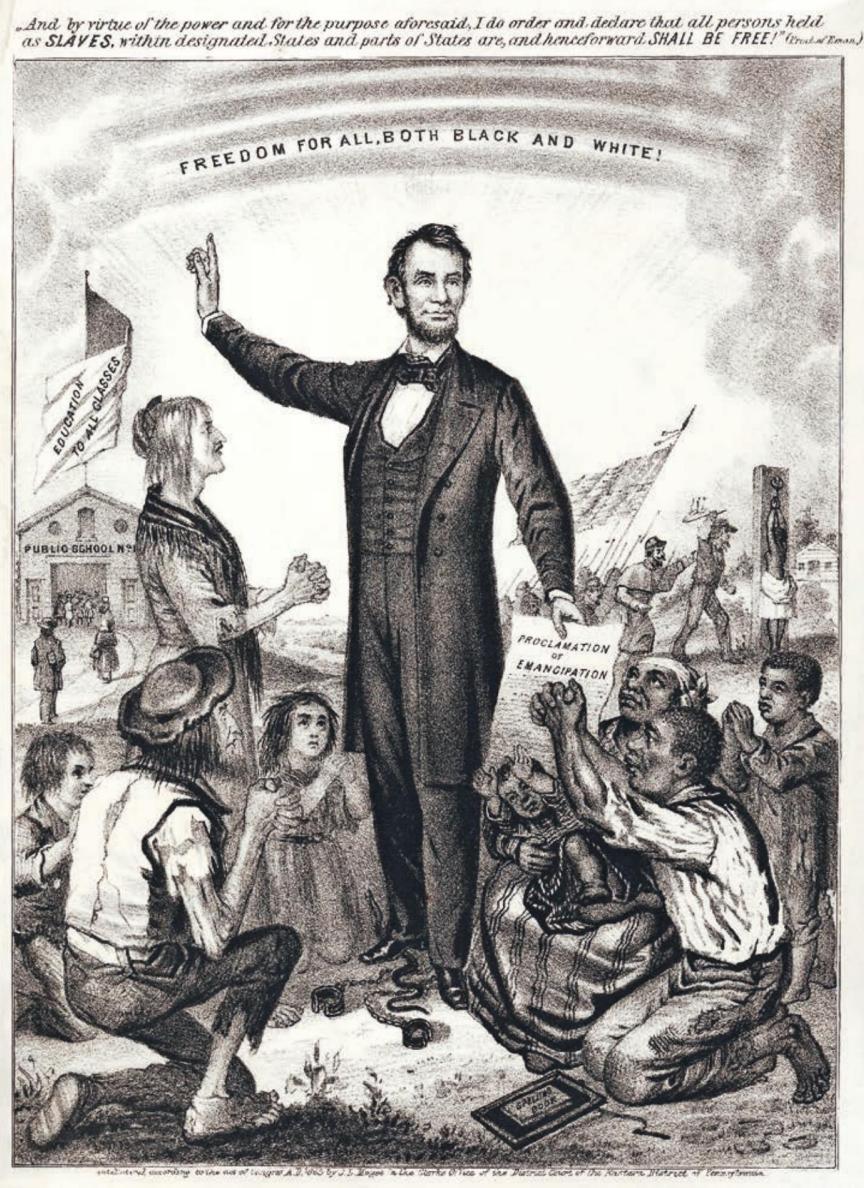
1 /eɪbrəhæm'lɪŋkən/ • 2 se séparer de • 3 écraser

HELP!

- 1 bale = 1 balle de coton, environ 200 kg

Growth of cotton production and the slave population, 1790-1860





2 Lincoln's victory

A. Look at the picture above.

How many parts can you see?

Say what each one is about.

B. How is President Lincoln represented? (position / attitude / actions...)

C. Pick out at least two elements indicating the end of slavery.

3 Imagine Lincoln's speech!

It's Proclamation Day!

Give a speech on the importance of racial equality, and the necessity to emancipate the slaves and abolish slavery. Do not forget to:

- use everything you have learnt before (plantations, treatment of the slaves, consequences of the war...);
- explain why this day will make history;
- expose the cruelty of slavery and the violence of the war;
- speak about the future of America.

HELP!

Tips to speak like an American president:

- start your speech with the phrase: "My fellow Americans";
- end your speech with the phrase: "God Bless You, and God Bless the United States of America!"

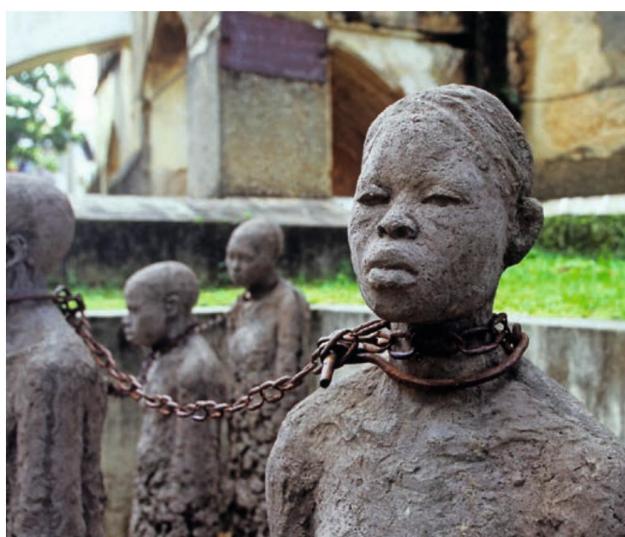
7 Art Gallery: In Memoriam

How can art help to pass on collective memory?

1 “Slave Market Memorial”



Stone Town, Zanzibar (Africa)



Detailed view

- A. Compare and contrast the two works of art: subjects / places / representation of the people.
- B. What moment in the history of slavery can be represented in each artwork?
- C. Pick the two adjectives which best describe each piece of art. Justify your choice:
beautiful / solemn / powerful / frightening / unique / realistic / provocative
- D. Find a new title for each document and explain them to the class.

2 “Vicissitudes”



By British artist Jason deCaires Taylor, Grenada Underwater Sculpture Park (Caribbean Sea), 2006



After a time underwater



HELP!

Nouns

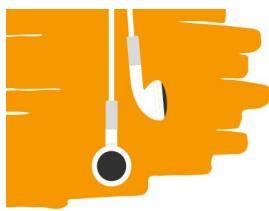
- coral reef
- reminder of
- sculpture /skʌlpɪtʃə/
- statue /'stætʃu:/
- tribute /'trɪbju:t/

Adjective

- underwater /ʌndə'wɔ:tə/

Verbs

- hold hands
- honour /'bə:nə/ (someone)



OPEN YOUR EARS!

🎵 PHONOLOGY 🎵

1. Focus on the lyrics

A. Listen to the song online. Pick out words that evoke the living conditions on the plantation.

B. Some words rhyme (*scream, dream, die, cry*). What do these rhymes add to the song? (compare the meaning and the rhyme.)

C. Check your answers with the help of

[Worksheet n°70](#).



2. Focus on the sounds

A. La transformation de /i:/ en /e/ [MP3 n°137](#)



Listen to the sentences and describe what happens.

Find other irregular verbs and words that follow the same pattern:

| | |
|-----------|---------|
| /i:/ lead | /e/ led |
| ... | ... |

B. L’accentuation des mots en -ion [MP3 n°138](#)



Listen to the words: *emancipation, proclamation, abolition, rebellion*.

What syllable is stressed? Repeat.

C. La place de la syllabe accentuée [MP3 n°139](#)



Listen to the words. Classify them according to their stress.

| 1 st syllable | 2 nd syllable | 3 rd syllable |
|--------------------------|--------------------------|--------------------------|
| ... | ... | ... |

>Show Time

1. Say it like the model!

[MP3 n°140](#)



Queen of the field
Born among cotton
Life wasted picking
Ignore the screaming

Les groupes de lettres en gras sont prononcés avec le même son : /i:/ (« i long »). N’hésitez pas à exagérer la longueur de ce i pour le distinguer des autres !

2. Say it like the model!

[MP3 n°141](#)



The first passage is from Europe to Africa.
The middle passage is the journey from Africa to America.
And then the third passage is the journey back from America to Europe.

Écoutez l’extrait suivant en faisant attention aux syllabes en gras et à celles soulignées : la lettre a est prononcée /ə/ quand elle n'est pas accentuée → /əfrikə/. C'est la même chose pour le o de Europe → /juərəp/.

[MP3 n°142](#)



damage, village, savage, image,
bondage, carnage, courage, passage,
language, pillage, message

Écoutez et répétez les mots suivants en prononçant la lettre en gras /i/. Remarquez que la syllabe n'est pas accentuée → /pəsɪdʒ/.



- Audio words
- MP3
- Interactive Test

SPICE UP YOUR VOCABULARY

Use the vocabulary below to create your own mind map and add more words if necessary!

Verbs

- believe /bɪ'lɪv/
- endure /ɪn'dʒʊə/
- enslave /ɪn'sləv/
- deserve /dɜːzəv/
- own /əʊn/
- rebel /rɪ'bel/
- run away /rʌn ə'weɪ/
- treat /tri:t/
- whip /wɪp/

Adjectives

- cruel /kruːəl/
- dreadful /'dredfəl/
- exhausted /ɪg'zɔːstɪd/
- free /fri:/
- harsh /haʃ/
- hopeful /'həʊpfəl/
- unbearable /ʌn'bɪərəbəl/
- ruthless /'ruːθləs/
- subjected /səbdʒekɪt/
- tired /taɪəd/
- tyrannical /tɪ'rænɪkəl/
- weak /wi:k/
- weary /'wɪəri/

Adverbs

- brutally /'bruːtəli/
- carefully /'keəfəli/
- decently /'diːsəntli/
- enough /ɪ'nʌf/
- regularly /'regjʊlərlɪ/
- rarely /'reəli/
- eastwards /iːstwədz/
- northwards /nɔːθwədz/
- southwards /sauθwədz/
- westwards /westwədz/

Nouns

- abolition /æbə'lɪʃən/
- cattle /kætəl/
- freedom /'friːdəm/
- fugitive /'fjuːdʒətɪv/
- master /'maːstə/
- memorial /mə'mɔːriəl/
- negro spirituals /'niːgrəʊ 'spɪritjuəl/
- overseer /'əʊvəsɪə/
- pain /peɪn/
- plantation /plæn'teɪʃən/
- punishment /'pʌnɪʃmənt/
- rebel /'rebəl/
- rebellion /rɪ'belɪən/
- slave /sləɪv/

UP TO YOU!

★ 1. Fill in the sentences with these words.

fugitives • cattle • tyrannical • pain • endure •
hopeful • plantations • Negro Spirituals

- A. The slaves often had to ... difficult conditions on the plantations.
 B. Solomon was bought by a ... master who beat up his slaves.
 C. During auction sales, the slaves were examined like
 D. The ... who ran away from the ... were captured and punished.
 E. The slaves sang ... to forget the ... and feel more

★ ★ 2. Fill in the sentences with the right adverb.

regularly • northwards • enough • rarely • decently

- A. During the journey to America, the slaves didn't have ... food and space to live
 B. The slaves were ... whipped by the overseers.
 C. The slaves were ... given the opportunity to leave the plantations.
 D. The fugitives who escaped from the plantations went ... to be free.

★ ★ ★ 3. Fill in these sentences with words or expressions based on the word "chain".

- (to) chain (someone) up • unchained • break (chains) •
 chain reaction • ball and chain (un fardeau) •
 link in the chain

- A. The slave merchants ... their prisoners up to make sure they could not escape.
 B. Django ... his ... and took his revenge on his master!
 C. For Abraham Lincoln, slavery was a ... which led to the division of the country.
 D. The overseers were just another ... to help the masters control their slaves.
 E. Abraham Lincoln's election caused a ... throughout the South.
 F. When Solomon was ... he went back to his family.

★ ★ ★ 4. Translate into French.

- A. "Now I've been free, I know what a dreadful condition slavery is. I have seen hundreds of escaped slaves, but I never saw one who was willing to go back and be a slave." (Harriet Tubman)
 B. "If slavery is not wrong, nothing is wrong." (Abraham Lincoln)
 C. "Those who deny freedom to others, deserve it not for themselves." (Abraham Lincoln)