Step 5 They lived to tell the tale ANSWERS

Exercises 1and 2:

**TEXT A**

* It is a historical document: an autobiography written by Frederick Douglass, who used to be a slave *(voir biographie p. 197)*. So the document is fictional, as it is a written piece of literature, but it is somewhat historical, since it tells the story of a real character.
* In this extract, F. Douglass shares his feelings about the fact that, contrary to white people, he has never known his age. It is a dehumanizing process that draws a parallel between slaves and horses — they are reduced to being mere properties. Douglass aims at showing that slaves are kept ignorant on purpose.

**TEXT B**

* This is a historical document: a speech by Frederick Douglass on July 4th 1852.
* In this extract, Frederick Douglas aims at debunking the American national day. According to him, black people have no reason to celebrate Independence Day. Indeed, the slavery practiced in the USA contradicts the values of the Declaration of Independence, in which the first article states: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” In this very well-written extract, Douglass uses various rhetorical devices to show the hypocrisy of the celebration.

**TEXT C**

* This is a historical document: it mentions a speech delivered by Harriet Tubman in 1859.
* It was delivered after the audience voted against the repatriation of slaves to Africa. In this extract, Harriet Tubman makes an agricultural metaphor. Once onions and garlic were planted in a piece of land, they can never be removed; they belong to that land. Similarly, the black people who were taken from Africa and brought to America now belong there. She believes they cannot be sent back.

**Exercise 3:** The three documents are strongly committed to denouncing slavery and the lack of respect shown to slaves and black people. The three of them are strong voices of people who used to be slaves. Text A is particularly powerful, as it is a written testimony of a slave who has become literate. Text B is very convincing, as it uses powerful rhetoric to attack to core values of American identity (The Declaration of Independence).

As for text C, it shows that sometimes, a simple metaphor can convince crowds of people — especially the less-educated members of the audience.