

## Pages 50-51: Songs of freedom

### 1. "Let My People Go"

1. Look at the photo and describe it. (Use a separate sheet of paper.)

2. Read the text and find the translation of the following words (in the right order).

- |                        |                                 |
|------------------------|---------------------------------|
| a. <i>hollandais</i> : | d. <i>cadence</i> :             |
| b. <i>interdire</i> :  | e. <i>élever</i> :              |
| c. <i>augmenter</i> :  | f. <i>situation difficile</i> : |

3. Now read the text again, focusing on the key ideas; then shut your book and answer the following questions briefly.

- When were the first slaves sold in America? .....
- How many were sold? .....
- Why were drums outlawed? .....
- Why was singing encouraged? .....
- Why were slaves religiously raised? .....
- What helped slaves endure their plight? .....

### 2. "Every Day I Sing the Blues"

1. Read the text and answer the following questions briefly.

- Explain why the Civil War was important for:
  - the blacks. ....
  - black music. ....
- Name the town where jazz was born. ....
- Explain why World War I was important in the history of jazz. ....
- Who was the first black bandleader to record and who played with him? .....
- Why did Dixieland blues and urban blues sound so different? .....

2. Look at the photo. What does it show as regards relations between blacks and whites? (Use a separate sheet of paper.)

### 3. The Jazz Age

1. Look at the photo. When, where and why are these women demonstrating? (Use a separate sheet of paper.) (Note: *dastardly* ['dæstədli]: *ignoble*)

2. Read the text and answer the following questions briefly.

- What were the Jim Crow [krəʊ] laws? .....
- In what way did Jim Crow laws interfere with jazz? .....
- Why were black soldiers so frustrated when they went back to Dixieland after WW II? .....