

PART 3: Poetry for a better world- Literary Approaches

DOCUMENT 1- I TOO (by Langston Hughes-1902-1967)

"I, Too" (LANGSTON HUGHES: (1902 – 1967)

"I, too, sing America.

*I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.*

*Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.*

*Besides,
They'll see how beautiful I am
And be ashamed –*

I, too, am America.

Show what you know: written comprehension strategies

- I. Underline the words you understand. (*Surlignez les mots que vous comprenez*)
- II. Ask and answer the essential questions concerning the text

Question/ Answer- <u>type of the audio</u> <u>document</u>; (WHAT?)	Q:..... A:
Question/ Answer- <u>topic</u> (<i>le sujet, le</i> <i>theme</i>) (WHAT?)	Q:..... A:
Question/ Answer- <u>the characters?</u> (WHO)	Q:..... A:
Question/ Answer- <u>place</u> (WHERE?)	Q:..... A:
Question/ Answer- <u>time</u> (WHEN?)	Q:..... A:

III. Detailed comprehension: guided analysis . Underline the correct answers: (detailed comprehension)

1. Who does the author speak for?

a) The author uses the first person because he speaks for himself/ b) the author uses the first person because he identifies himself with the black community in America/ c) the author uses the first person because he identifies himself with all the Americans.

2. What is his identity?

a) He is a white American/ b) he is a Native American/ c) he is and African American.

3. Who does the word “they” design? Who sends him “to eat in the kitchen”?

a) The people who send him to eat in the kitchen are his family/ b) the people who send him to eat in the kitchen are his people/ c) the people who send him to eat in the kitchen are the white people.

4. Does the poem speak about a real kitchen/ a real home?

a) The poem speaks about a real home-kitchen. / b) the poem speaks about the American society/ c) the poem speaks about the European society.

5. What do you think this separation means?

Eating separately in the kitchen is a symbol for S_____ N

6. How do you think that black people feel when they are discriminated against?

I believe that black people feel.....

7. Why does the poet laugh? (*Pourquoi le poète rit?*)

a) His laughter (*son rire*) expresses amusement / b) His laughter expresses defiance/ c) He has heard a joke.

8. What does the poet decide?

a) The poet decides to eat well and become very strong physically. b) The poet decides to educate himself to become strong mentally and to promote his culture. / c) The poet decides to do nothing.

9. What about the second stanza? What do you think it concentrates on?

a) The second stanza speaks about tomorrow specifically. / b) The second stanza speaks about the future/ c) the second stanza speaks about a dream that will never come true.

10. What does the author imagine?

a) The author imagines that in the future black people will take their place in the American society/ b) the author imagines that tomorrow he will eat at a real table/c) he imagines that the future will be the same.

11. Why will nobody dare to humiliate him in the future?

a) Nobody will dare to humiliate him because he will become strong and beat them. / b) Nobody will dare to humiliate him because he will move to another country. / c) Nobody will dare to humiliate black people in the future because they will show the world that they are beautiful, strong, capable and talented.

12. What is the message of the poem?

a) I think that the poem speaks about revenge. / b) I think the poem speaks about dignity, determination, black culture and a better future. / c) I think the poem speaks an American house.

Answers

II. Ask and answer the essential questions concerning the text

Question/ Answer- <u>type of the audio document;</u> (WHAT?)	Q: What type of document is this? A: This is a poem (written by Langston Hughes)
Question/ Answer- <u>topic (le sujet, le theme)</u> (WHAT?)	Q: What is the topic of the poem? A: The topic of the poem is segregation and discrimination.
Question/ Answer- <u>the characters?</u> (WHO)	Q: Who are the characters? A: The characters are the poet (the black community) and the people who “send him to eat in the kitchen “(the white people)
Question/ Answer- <u>place</u> (WHERE?)	Q: Where does the action take place? A: The action takes place in America.
Question/ Answer- <u>time</u> (WHEN?)	Q: When does the action take place? A: Maybe the action takes place during the Black Laws or Jim Crow Laws. / the past/ the present?

III. 1. b) 2. c) 3. c) 4. b) 5. SEGREGATION, 6) sad, humiliated, angry, hurt, exhausted, overwhelmed, enraged, 7. b) 8. b) 9. b) 10.a) 11.c) 12. b)

Pour 1 point bonus: Recopiez les réponses correctes (les phrases) de l'exercice III sur une fiche;
Pour encore 1 point bonus : traduisez ces réponses en français. Gardez soigneusement vos fiches à chaque fois que vous faites un travail

DOCUMENT 2- LET AMERICA BE AMERICA AGAIN (by Langston Hughes-1902-1967)

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|---|---|
| <p>1. Let America be America again.
2. Let it be the dream it used to be.
3. Let it be the pioneer on the plain
4. Seeking a home where he himself is free.</p> | <p>6. Let America be the dream the dreamers dreamed—
7. Let it be that great strong land of love
8. Where never kings connive nor tyrants scheme
9. That any man be crushed by one above.
.....</p> |
| <p>5. (America never was America to me.)</p> | <p>15. (There's never been equality for me,
16. Nor freedom in this "homeland of the free.")</p> |

Show what you know: written comprehension strategies

- I. Underline the words you understand. (*Surlignez les mots que vous comprenez*)
II. Ask and answer the essential questions concerning the text (*regardez le corrigé du travail antérieur*)

Question/ Answer- <u>type of the audio document;</u> (WHAT?)	Q:..... A:
Question/ Answer- <u>topic (le sujet, le theme)</u> (WHAT?)	Q:..... A:
Question/ Answer- <u>the characters?</u> (WHO)	Q:..... A:
Question/ Answer- <u>place</u> (WHERE?)	Q:..... A:
Question/ Answer- <u>time</u> (WHEN?)	Q:..... A:

III. Detailed comprehension: guided analysis .

Possibles obstacles à la compréhension:

Let America be...*Que l'Amérique soit...*

Let it be the dream it used to be... *Que ce soit le rêve qui c'était avant*

the pioneer – *les pionniers, des européens audacieux qui se sont installés dans des espaces sauvages au début de l'histoire des USA*

seek- *chercher*

land- *le pays*

king –*roi*

connive- *intriguer, tromper, comploter*

tyrant- *tyran*

scheme – *conspirer, être malhonnête*

never-*jamais*

nor- *ni*

crushed –*écrasé*

there's never been- *il n'a jamais eu*

equality- *égalité*

freedom-*liberté*

the homeland of the free- *le pays des gens libres*

love- *amour*

strong- *fort, puissant*

1) Write at least key words in the poem: (Ecrivez au moins 10 mots clé dans le poème- en anglais)

.....

2) Analyse détaillée (Complétez les phrases suivantes – en français) :

Le poète souhaite que l'Amérique devienne

Pour les pionniers, le « rêve » américain permettait aux gens de trouver la L

Dans la ligne 7, le poète que l'Amérique c'était le qui ne permettait pas aux et aux (ligne 8) à comploter et où aucun homme ne se faisait pas écraser par un autre homme. Cela veut dire qu'avant, aux Etats Unis chaque personne pouvait bénéficier de la J _ _ _ _ E et l' E _ _ _ _ E

3) Analyse détaillée (Répondez aux questions suivantes – en français) :

a) Est-ce que vous remarquez un refrain dans le poème ? (des phrases qui se répètent ?) Copiez les lignes respectives ci-dessous :

.....

b) Quelle est la signification des lignes 5, 15 et 16 du poème ? Est-ce que le rêve américain a été vrai pour le poète ? Pourquoi ? (rappelez vous le message du poème I, Too, par le même auteur)

.....

4. How does the poet actually feel about the « American dream »? Underline the answers you think are true:

The poet feels happy/ angry/ optimistic/ disgusted/ disappointed/ pleased/ skeptical/ joyful/ free.