

## THE CAMBRIA

### Episode three – A spade’s a spade

#### ❖ About the characters

**Solomon** Solomon knew Frederick when they both worked together caulking the whalers in New Bedford after Frederick’s escape across the Mason-Dixon line. After the euphoria of renewing friendship, he is troubled by Frederick’s fear of using his real name. Solomon is a whole-hearted disciple of Frederick’s, and he plays a crucial role in reminding Frederick of the power of oratory, at a point when he has let himself be silenced.

#### Characters who are mentioned but don’t appear in the play:

**Cicero** Marcus Tullius Cicero was a Roman consul, orator and philosopher who lived 106-43 BC. Cicero wrote more than 900 political speeches and letters that have been preserved, and he wrote about philosophy and rhetoric. The latter have been used as textbooks in grammar schools and rhetoric classes throughout history. Most famous was he, however, for his speeches and he was known to be able to turn the thoughts of the people in any direction he wished. He is said to have introduced words such as quality, morality and happiness into the Latin language.

**Thomas Paine** was a British/American writer and philosopher who lived 1737-1809. Among his works were “Rights of Man”, which defended the French Revolution, “The Age of Reason”, which discussed the role of religion in society and “Common Sense” which in a way helped trigger the American Revolution. His philosophy was in the area of Enlightenment and liberalism and he wrote his works to resemble sermons, so that they would become easily accessible to the common people.





### **Discuss before listening:**

- What do you think life was like working as a slave on plantations? Did slaves have family? Did they get to live together with their family? How did they live? Did they have any spare time? If so, what did they do?

### **Discuss after listening:**

- What do you think has happened to Leanna and her mother?
- What do you think makes Cecily challenge Mr. Dodd about his beliefs when no one else dares to? Why do you think it's important for her to speak up?
- Why do you think Solomon is so happy to meet Frederick Douglass again?
- Why do you think Cecily tells Mr. Judkins that she believes Mr. Johnson is Frederick Douglass, thus risking to reveal his identity?

### **Exercises after listening:**

- What was Cork like in 1845? What could Frederick Douglass wish would meet him once he set foot in Ireland? How was it in comparison with the U.S. at that time? See if you can find images of the different places as well as documents about life in Ireland in 1845. Make comparisons with the U.S. Frederick Douglass had just left.
- In the beginning of this episode, we witness a scene at the Captain's dinner table. What would people eat on a journey such as this? What food would be available? In 1<sup>st</sup> class? In steerage? What would the crew eat?
- Solomon mentions that he uses a derogatory term. What are derogatory terms? Can you give more examples of a derogatory term (it doesn't have to come from this radio series)?
- In this episode, Cecily reads a passage from Frederick's book when he talks about being separated from his mother. The notion of separating children from their mothers is unfortunately not uncommon in the history of the British colonization. Find out more about this and how it has occurred in the history of Australian Aborigines, the so called Stolen Generation and among the Native Americans and Inuits in North America.
- What would be Frederick's experience of minstrels, do you think? Would he have seen a minstrel show? How common were they and what did African-American slaves think about them? See if you can find some information about it.



## Useful links:

- About Cork in the 1800's:

<http://www.corkpastandpresent.ie/history/historyofcorkcity/1700-1900/corkinthe19thcentury/>

<http://www.corkcity.ie/aboutcork/historyofcork/19thcenturycork/>

<http://www.theirisharchives.com/categories/view/31/1800s>

- On food aboard a trans-Atlantic ship:

<http://www.norwayheritage.com/provisions.htm>

<http://www.globalsecurity.org/military/systems/ship/passenger-19.htm>

<http://www.hamilton-scourge.hamilton.ca/lifeof.htm>

- About separating children from their mothers:

[http://janesoceania.com/australia\\_aborigines\\_children/index1.htm](http://janesoceania.com/australia_aborigines_children/index1.htm)

<http://www.australia.gov.au/about-australia/australian-story/sorry-day-stolen-generations>

<http://www.stolengenerationstestimonies.com/>

<http://www.racismnoway.com.au/teaching-resources/factsheets/52.html>

<https://www.childwelfare.gov/topics/systemwide/diverse-populations/americanindian/icwa/>

<http://www.npr.org/2011/10/25/141672992/native-foster-care-lost-children-shattered-families>

<http://nativeamericanhistory.about.com/od/Law/a/The-Indian-Child-Welfare-Act-What-Is-It.htm>

<http://pages.uoregon.edu/adoption/topics/IAP.html>

[https://en.wikipedia.org/wiki/Canadian\\_Indian\\_residential\\_school\\_system](https://en.wikipedia.org/wiki/Canadian_Indian_residential_school_system)

<http://stolengenerationstestimonies.com/index.php/testimonies/index.1.html>

- About the history of minstrel shows:

<http://black-face.com/minstrel-shows.htm>

[http://www.fact-index.com/m/mi/minstrel\\_show.html](http://www.fact-index.com/m/mi/minstrel_show.html)

<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=4580>

Did you know?

**Manumission** is the act of setting a slave free. In America, a slave could earn his freedom in different ways:

He could buy himself free by paying an amount of money to his owner, for example the cost of transporting him out of the colony.

If a master was drafted to war, he could send a slave instead and the slave could then earn his freedom...if he survived the war, that is.

A slave could also earn his freedom by merits if his master thought they were enough. This, however was very rare, and then usually was something written in the master's last will.