

Unit: Racial Injustice

Séquence proposée par Sarah Bougarram, Séverine Le Gall du Tertre et François Merlière du Lycée Sacré Cœur La Salle à Angers

Niveau: 1^{ière} LLCER

Thématique: RENCONTRE

February : Black History Month

*Issue: How can people express themselves to bridge the gap of racial injustice?
Problématique: Is it possible to bridge the gap of racial injustice?*

Final task EOC (voire EOI selon la forme du talk show ou débat choisie): *You participate in a talk show. The topic is "Art and Social Injustice". The participants are an African-American artist, a citizen/activist, an anchor and an attorney. Depending on your role, you will have to convince the audience and defend your point of view on the topic. Each of you will talk for 1min30 (minimum).*

Objectifs culturels

Black History: from 1861 to 2020

Art and Justice

Social Media

#BLM

Objectifs linguistiques (grammaticaux/ lexicaux/ phonologiques)

GRAM: passive voice / used to (passé révolu) / no longer / not ... anymore / causative verbs

LEX: racism / exclusion / law / court / activism

PHONO: /ed/ accentuation / intonation

Objectifs pragmatiques

L'art de convaincre (le débat d'idées)

L'art du débat / de l'échange

Objectifs méthodologiques

Recherche

Description et analyse d'un document iconographique / textuel (poème)

Forme et déroulement d'un talk show

Les évaluations de la séquence :

Tâche intermédiaire n°1 : presentation des lois et des faits qui constituent la timeline

Tâche intermédiaire n°2 : You will read the poem (annexe 3), present it and express your feelings. EOC guidée qui prépare à l'interaction de la tâche finale. (podcast) Then you will find another poem on the same issue, post it on **padlet** and justify your choice (a few lines). "Like" the poems, put the one you like the most in your **portfolio** and justify your

choice.

Tâche intermédiaire n°3: in pairs / groups of 3 you will find another painting which deals with Black American History. You will present it for the next exhibition at the Smithsonian American Art Museum(padlet) **EOC en continu** qui prepare également aux idées qui vont être données pour le talk show.

<https://americanart.si.edu/art/highlights/african-american>

Step	DOCUMENT(S)	MISE EN OEUVRE
Step 1	<p>African American Timeline: 1861-2020</p>	<p>Brainstorming:</p> <ul style="list-style-type: none"> • How can we bridge the gap of racial injustice? EOI (par groupe de 2/4 élèves puis en classe entière : find as many ideas as you can) <p>Activity 1 : Timeline (cf. annexes 1 / 2)</p> <p>A donner en amont pour permettre aux élèves de visualiser chaque document dans le temps.</p> <ul style="list-style-type: none"> • CE: comprendre la timeline • mise en forme de la time line (red/green) <p>homework: Vocabulary worksheet (annexe 3: le vocabulaire de la timeline)</p> <p>Travail par groupe en classe ou à la maison : EOC : répartition des lois et des faits entre les différents groupes et présentation sous forme de PPT des grands moments de la timeline à la classe.</p>
Step 2	<p>Le système judiciaire aux Etas-Unis et l'importance des élections. La division du pouvoir en trois branches: l'exécutif (le président), le legislative (le Sénat et la Chambre) et le judiciaire (la Cour Suprême)</p>	<p>Présentation des powerpoints.</p> <p>A partir du homework, comprendre :</p> <ul style="list-style-type: none"> - la Cour Suprême - l'importances élections aux USA <p>Trouver un document qui explique le phénomène. Exemple possible en français pour travailler la médiation : un document sur l'importance des « checks and balances » par les Pères Fondateurs : https://www.lemonde.fr/idees/article/2020/09/22/nicole-bacharan-le-remplacement-de-ruth-bader-ginsburg-fait-entrer-les-etats-unis-dans-une-zone-de-turbulences_6053098_3232.html</p> <p>On peut également proposer la vidéo suivante qui explique le système des « Checks and Balances » d'une façon simple et visuelle, afin que les élèves se familiarisent avec la division du pouvoir établie par les Pères Fondateurs.</p> <p>Compréhension Orale avec prise de notes individuellement puis en groupe de ¾ avec partage des informations. Ils complètent une fiche qui a pour but de récapituler les informations et de laisser une trace écrite que les élèves plus visuels pourraient</p>

		<p>transformer en mind map - Ted Talk : https://www.youtube.com/watch?v=HuFR5XBYLfU</p> <p>1- What type of government did the Founding Fathers want to establish after the end of the American Revolution ? 2- What system did the New Constitution adopt in 1787 ? 3- What did the system of Checks and Balances ensure ? 4- What is the Legislative Branch comprised of ? What is its primary function ? 5- What is the Executive Branch comprised of ? What is it responsible for ? 6- What is the Judicial Branch comprised of ? What is its main function ? 7- What is the name of the highest court ? 8- Besides voting, what can a citizen be called upon to ?</p> <p>Une autre vidéo intéressante et qui explique aussi le système des « Checks and Balance » - Lincoln Learning : https://www.youtube.com/watch?v=HSconP2Hpp0</p> <p>Pour compléter leur découverte du système judiciaire, la vidéo suivante explique le rôle de l'Attorney General https://www.youtube.com/watch?v=AwjEo7SD1EI&t=121s</p>
Step 3	Strange Fruit, Abel Meeropol	<p>Activity 1: Yes/No game (The debate line) EOC/EOI</p> <ul style="list-style-type: none"> Do you think art can help fight racial injustice? <p>Activity 2: Travail d'anticipation à partir du titre Activity 3: travail sur le poème (fiche d'activité annexe 4)</p> <ul style="list-style-type: none"> lexical field / stylistic devices / rhymes and sonorities message of the poem <p>Homework: CO : listen to the podcast (à minuter: proposer d'écouter 2 ou 3 personnes seulement) https://www.npr.org/templates/story/story.php?storyId=129025516&t=1606406659855 What is the nature of the document? Sum up a few</p>

		<p>ideas expressed by the interviewees, James Cameron and the Governor of Indiana</p>
<p>Step 4</p>	<p><i>Strange Fruit, Billie Holiday : first "protest song"</i></p>	<p>Activity 1: talk about the podcast with your neighbour, express your opinion/feelings Activity 2: EOC : (lecture expressive ou chantée) travail de mise en voix</p> <ul style="list-style-type: none"> listen to Billie Holiday https://www.youtube.com/watch?v=Web007rzSOI focus on: - stressed/unstressed - liaison - sound /Λ/ (fiche d'activité à faire) <p>Tâche intermédiaire n°1 : You will read the poem aloud or make a short presentation and express your feelings/say what you think about it. (podcast)</p> <p>Then you will find another poem on the same issue, post it on padlet and justify your choice (a few lines). "Like" the poems you like best, put the one you like the most in your portfolio and justify your choice.</p>
	<p><i>The Problem We All Live With, Norman Rockwell, 1964</i></p> <p><i>Ruby Bridges visits the president and her portrait</i> https://www.youtube.com/watch?v=BCsJ-24MdZc</p> <p>https://twitter.com/</p>	<p>Parcours différencié. Les élèves choisissent soit « The Problem We All Live With » soit le document sur Ruby Bridges :</p> <p>Part I: -describing and analysing the painting by Norman Rockwell. Context, setting, people, atmosphere, message OR -listening to the video, analysing it. Context, setting, people, ideas, atmosphere, message</p> <p>Part II : Feedback pairwork: share your ideas with your partner</p> <p>Part III: twitter</p>

	the_female_lead/status/132538	8 nov 2020: Kamala Harris / Ruby Bridges (on twitter) https://twitter.com/the_female_lead/status/132538 (tweet/reactions/comments)
Step 5		Tâche intermédiaire EOC/EOI : n°2: for the next exhibition at the Smithsonian American Art Museum https://americanart.si.edu/art/highlights/african-american In pairs / groups of 3 you will find another painting which deals with Black American History. You will present it to the next "speed exhibit" (3 minutes EOC puis 3' EOI; puis 3' de pause pour les notes) Each group posts a comment defending their favourite painting on padlet. Give the reasons for your choice and the message that you want to express through it
Step 6	Activism https://www.youtube.com/watch?v=XkGC1jdEtKc Tamika Mallory on George Floyd Protests Black Lives Matter Le phénomène #	Tâche intermédiaire : EOC : How to be convincing: / A punchy speech → relever les éléments du discours (body language, tone, vocabulary) qui permettent de convaincre. Ce travail se fait à partir d'une compréhension orale (fiche d'activité à faire)

Préparation de la Tâche finale : la classe est divisée par groupes et prépare le « talk show/debate » sur le thème de la problématique.

Issue: How can people express themselves to bridge the gap of racial injustice?
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Présentation face à la classe. Les élèves qui observent le « talk show/debate » évaluent leurs camarades. Critères d'évaluation :

- capacité à convaincre
- qualité des arguments
- richesse lexicale
- la prononciation

- etc.

S'il s'agit d'un débat, les élèves qui observent doivent décider qui a remporté le débat et justifier pourquoi.

Annexes:

Annexe 1: Time line

African American History Timeline: 1861 - 2020

1861 Civil War begins.

1863 Abraham Lincoln's Emancipation Proclamation proclaims that all slaves in rebellious territories are forever free.

1865 The Civil War ends. Lincoln is assassinated. The 13th Amendment to the Constitution, prohibiting (1) slavery, is ratified.(2)

1866 Congress passes (3) the Civil Rights Act, conferring citizenship on African Americans and granting (4) them equal rights to whites. The Ku Klux Klan is formed in Tennessee.

1870 The 15th Amendment is ratified, giving African Americans the right to vote.

1879 Thousands of African Americans migrate out of the South to escape oppression.

1881 Tennessee passes the first of the "Jim Crow" segregation laws, segregating state railroads. Similar laws are passed over the next 15 years throughout the Southern states.

1896 Plessy v. Ferguson case: racial segregation is ruled (5) constitutional by the Supreme Court. The Jim Crow "separate but equal" laws begin, barring (6) African Americans from equal access to public facilities.

1930, 6 August : Marion, Ind. Thomas Shipp and Abram Smith were lynched for murdering a white factory worker and raping his wife.

1954 Brown v. Board of Education case: strikes down (7) segregation as unconstitutional.

1955 In Montgomery, Alabama, Rosa Parks (1913 - 2005) is arrested for breaking (8) a city ordinance by refusing to give up her seat on a public bus to a white man.

1957 Martin Luther King, Jr. (1929 - 1968) and others set up the Southern Christian Leadership Conference, a leading engine of the Civil Rights Movement.

1961 Freedom Riders were Civil Rights activists who rode interstate buses into the segregated Southern United States.

1963 *I Have a Dream*, Martin Luther King's speech in front of the Lincoln Memorial

officially forbid - approve and agree to formally and officially - deprive s.o or a group of the right to vote - declare - officially forbid - do sth against the law - vote in order to make a law effective - decide in a law court that s.o is not guilty - to allow or permit or give s.o sth - make sth illegal - officially decide sth, especially a legal matter

Verbal form	meaning/ synonym	Translation
1-Prohibit (N : prohibition)		
2-Ratify (N : ratification)		
3-Pass a law		
4-Grant sb sth		
5-Rule		
6-Bar sb from		
7-Strike down (US)		
8-Break the law		
9-Outlaw		
10-Disenfranchise		
11-Acquit (N : acquittal)		

Worksheet (Annexe 4)

Strange Fruit, a poem written by Abel Meeropol (1937)

Read the poem and answer the questions.

1-How many stanzas ? How many lines in a stanza ?

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2-Note down the rhymes

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3-Find an example of alliteration

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4-Find out the two main lexical fields. Fill in the table and give a title for each of them

5-Setting ? Historical context in the 30s ?

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6-Characters ? What happened to them ?

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7-Atmosphere ?

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8-Deduce what « Southern trees » and « Strange fruit » refer to. What stylistic device is it ?

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9-What does the last stanza reveal ? What is the effect of the repetitions ?

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10-In stanza 2 what is the effect of the contrast between « the pastoral scene of the gallant south » and « the bulging eyes and the twisted mouth » ? What is evoked ?

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11-Browse the internet to find out the definition of such an act ? Whom was it named after ?

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12-Is it more or less powerful when only implied instead of stated ? Why ?

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13-How does the poem make you feel ? Why ? **Be able to express yourself in the next class**

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- *Strange Fruit*, Abel Meeropol, 1937

Southern trees bear strange fruit,
Blood on the leaves and blood at the root,
Black bodies swinging in the southern breeze,
Strange fruit hanging from the poplar trees.

Pastoral scene of the gallant south,
The bulging eyes and the twisted mouth,
Scent of magnolias, sweet and fresh,
Then the sudden smell of burning flesh.

Here is fruit for the crows to pluck,
For the rain to gather, for the wind to suck,
For the sun to rot, for the trees to drop,
Here is a strange and bitter crop.

- *Strange Fruit*, Billy Holiday, 1939.

<https://www.youtube.com/watch?v=Web007rzSOI>

- Podcast on *Strange Fruit*

<https://www.npr.org/templates/story/story.php?storyId=129025516&t=1606406659855>

- *The Problem We All Live With*, Norman Rockwell, 1964



<http://www.nrm.org/thinglink/text/ProblemLiveWith.html>

<https://prezi.com/u1z5kto0xniv/norman-rockwell-the-problem-we-all-live-with-1964/>

- Ruby Bridges visits the president and her portrait :

<https://www.youtube.com/watch?v=BCsJ-24MdZc>

- Kamala Harris/Ruby Bridges
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https://twitter.com/the_female_lead/status/1325384476889899008 + tweeter and comment

Ground activism:

- Tamika Mallory on George Floyd Protests

<https://www.youtube.com/watch?v=XkGC1jdEtKc>