

Unit 1 - Fight for your rights



Objectifs de séquence :	:(:-)	:)
Je maîtrise le vocabulaire de l'esclavage et de la ségrégation			
Je sais différencier le past simple et le past continuous			
Je connais les dates clés de l'histoire de la ségrégation aux États-Unis et je sais les expliquer			
Je connais les figures emblématiques dans la lutte contre la ségrégation aux États-Unis			
Je réussis à comprendre le contenu de différents documents (écrits, audios et vidéos) concernant la ségrégation			
Je suis capable de donner mon opinion sur la situation des personnes noires aux États-Unis			
Je comprends le mouvement Black Lives Matter et ses origines			
J'ai compris les différences entre l'anglais traditionnel et l'African American Vernacular English			
J'ai compris les attendus du CCF			

Lessons outline :

Lesson 1 : History of segregation in the USA

- L'esclavage aux États-Unis (CE/EO)
- La période qui a suivi la fin de l'esclavage aux États-Unis (CO, EO)

Lesson 2 : Past simple VS past continuous

- Cours et exercices sur le *past simple* et le *past continuous* (EE, EO)

Lesson 3 : Important figures in the fight against segregation

- Les différents acteurs du combat contre la ségrégation (CE, CO, EE, EO)

Lesson 4 : Black Lives Matter

- L'affaire Trayvon Martin et son impact aux États-Unis (CE, CO, EE, EO, EO)
- L'African American Vernacular English (CO, EO)

Lesson 5 : Violence in 2020 and after

- Explication des épreuves de CCF à travers l'histoire de George Floyd (CE, CO, EE)

Final task : Analyser et présenter une chanson engagée sur la cause des droits des personnes noires aux États-Unis



LESSON 1 - HISTORY OF SEGREGATION IN THE US

JUL
17

From 1776 to 1865 : from slavery to Civil War in the U.S :

SLAVERY IN THE COLONIES

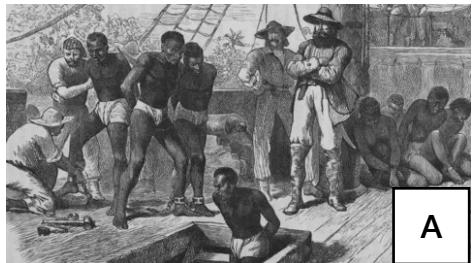
The Colonial era in British North America saw the growth of a forced work system of enslaved Africans. European slave ships moved approximately 12.5 million Africans to the New World across the Atlantic Ocean by force. 10.7 million reached their destinations. Almost 2 million Africans died during the terrible journey called the “Middle Passage.” Once arriving in the Americas, Africans were sold to local farmers.

Enslaved Africans had different experiences in the 13 colonies. This depended on the climate, location, kinds of farming, laws, and culture. However, all slavery in British North America had common features. Slavery was based on race. Children of enslaved people became slaves too. Being enslaved was meant for life. Slavery was a violent system. It took away natural rights from slaves. Enslaved people were treated as property that could be owned. Enslaved people did not profit from their work. They could not live freely. This was wrong and unjust.

Slaves developed their own culture as a way to bond together in their hardships and show defiance to their owners. Different climates and economies led to different farming systems and patterns of forced work. The North had smaller farms and fewer enslaved people. The South relied on large farms with many slaves, sometimes more than the white settlers. The North used more enslaved people in cities. The South used them to work on farms.

Even through the violence of forced work, enslaved people resisted in many courageous ways. They slowed down work and fought back by stealing food and running away. They created their own cultures and continued traditions. They expressed resistance through spiritual songs and community activities. The unfairness of slavery was common, denying Blacks their humanity and natural rights. Some white settlers spoke out against the horrors of forced work early on. Slavery ended at the end of Civil War in 1865, but it was not the end of segregation for Black people.

👉 **OBSERVE** the following pictures **DESCRIBE** them ? Make suppositions about what was happening.



A



B



C

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abc **VOCABULARY** : Find the following English equivalents in the text.

..... : Une croissance / une augmentation
..... : Des navires d'esclaves
..... : Arriver à destination
..... : Un voyage
..... : L'esclavage
..... : Un esclave
..... : Créer des liens
..... : Leurs épreuves
..... : Des propriétaires
..... : Compter sur qqch
..... : Des colonisateurs / des colons
..... : Ralentir
..... : Se défendre / répliquer
..... : S'enfuir
..... : L'injustice
..... : S'exprimer

🔍 **HIGHLIGHT** the words related to the lexical field of **slavery** in the text.

A **lexical field** is a group of words that are linked to a particular subject.

Ex : The lexical field of school -> teacher, bag, pen, ring, classroom, diary...

 **EXPLAIN** what the « Middle Passage » is :

.....
.....

 **MATCH** the picture with the appropriate quote from the text :

- « the terrible journey called the “Middle Passage” »
- « Africans were sold to local farmers »
- « Children of enslaved people became slaves too »

 Say if the following statements are **TRUE** or **FALSE / RIGHT** or **WRONG**

About 12.5 million Africans were transported to the New World by force

All 12.5 million Africans survived the Middle Passage and reached the Americas

Almost 2 million Africans died during the Middle Passage

Enslaved Africans were given freedom when they arrived in the Americas

Slavery in the colonies was temporary, lasting only a few years

Children of enslaved people were also born into slavery

Slavery in North America was based on race

The North had more enslaved people on large farms than the South

In the South, enslaved people often worked on large plantations

Enslaved people resisted by slowing down work, stealing food, and running away

Songs and traditions were a way for enslaved people to resist and build community

White settlers spoke against slavery

 According to you, how can we **define** the word « segregation » ?

.....
.....

After 1865 : a period of tension and fights for equal rights

👁 WATCH the video and WRITE DOWN as many transparent words as you can :

.....
.....
.....

✍ What can you say about the expression « **separate but equals** » ?

.....
.....

✍ Make a list of **public places** where Blacks and Whites were **separated** :

.....
.....

✍ What was the objective **Jim Crow Laws** ? Give examples :

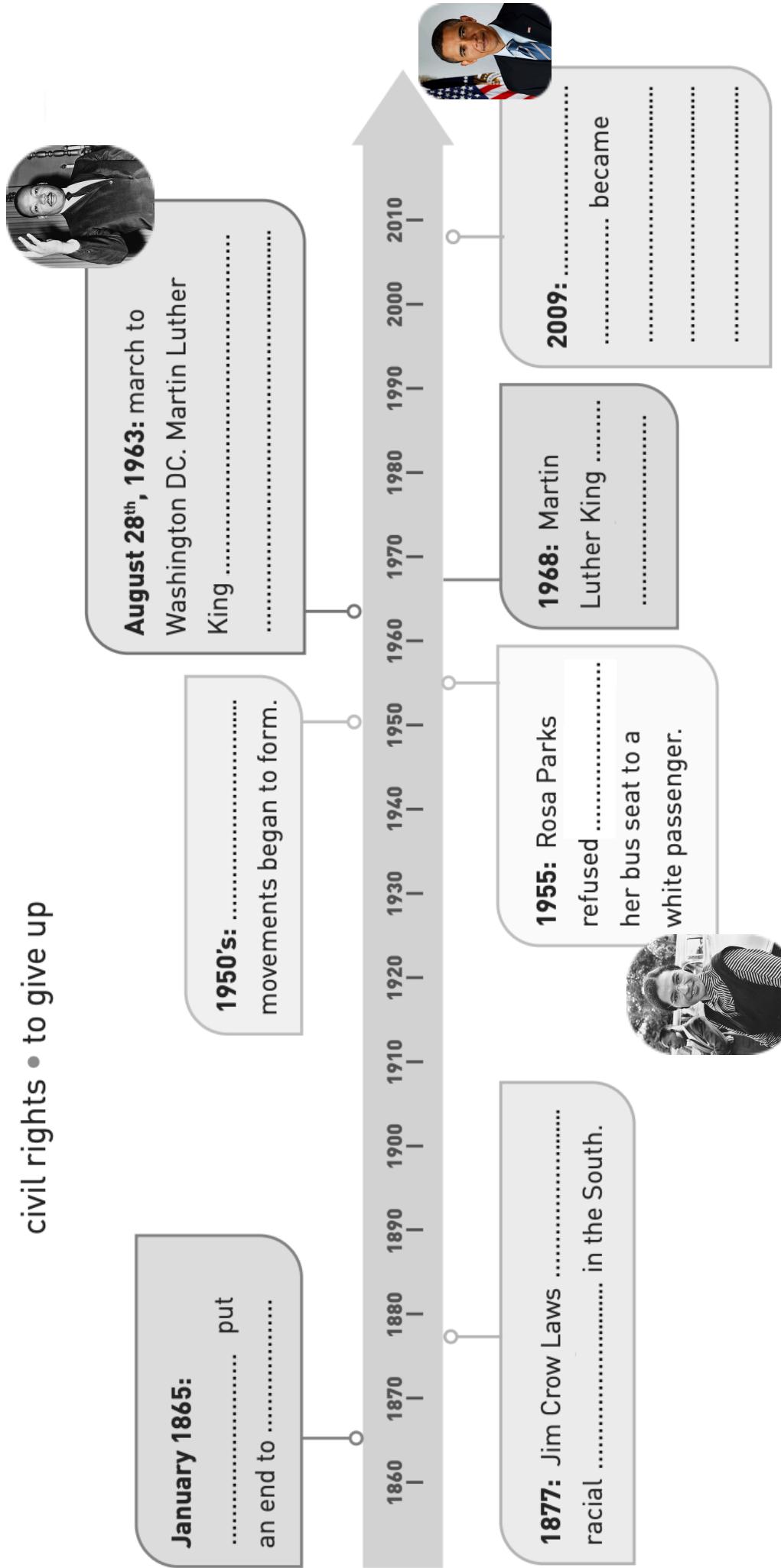
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👂 COMPLETE the following chart :

	Civil Rights Movement (NAACP)	Ku Klux Klan
Who ?		
Where ?		
When ?		
Objective ?		
Actions ?		
Peaceful ? Aggressive ?		

Timeline of the most important events in US Segregation History

- gave his speech • was assassinated • “I have a dream” •
- The Civil War • the first black President of The United States •
- slavery • Barack Obama • enforced • segregation •
- civil rights • to give up





LESSON 2 - **PAST SIMPLE VS PAST CONTINUOUS**

💡 **Observe** les phrases suivantes et **souligne** les verbes conjugués :

- Rosa Parks refused to give up her seat on a bus in Montgomery 70 years ago.
- African Americans faced many injustices during the Jim Crow era.
- Martin Luther King Jr. gave his famous “I Have a Dream” speech in 1963.

Les verbes sont conjugués au

On utilise le pour :

👉
.....

💡 On retrouve des mots comme
pour indiquer que

💡 **Observe** les phrases suivantes et **souligne** les verbes conjugués :

- In the 1960s, students were marching peacefully in the streets to protest segregation.
- Enslaved people were singing spiritual songs as a way to resist and keep their culture alive.
- African Americans were sitting in the “colored” section of the bus while white passengers sat in the front.

Les verbes sont conjugués au

On utilise le pour :

👉
.....

👉
.....

(dans ce cas, on retrouve les conjonctions)

RAPPEL : Conjugaison au prétérit / past simple :

Affirmative form	Negative form	Interrogative form
SUJET + VERBE EN -ED ⚠ CERTAINS VERBES SONT IRRÉGULIERS	SUJET + DID NOT + B.V. ⚠ BASE VERBALE = VERBE SEUL	DID + SUJET + B.V.
Example : Blacks faced injustice. MLK gave a speech	Example : Rosa Parks did not give up her seat.	Example : Did the court allow segregation in schools?

Conjugaison au past continuous / past be+ing :

Affirmative form	Negative form	Interrogative form
WAS SUJET + ou + V-ING WERE	WAS NOT SUJET + ou + V-ING WERE NOT	WAS ou + SUJET + V-ING WERE
Example : People were protesting in the streets.	Example : White authorities were not treating Blacks fairly.	Example : Were African Americans fighting for their rights?

Base verbale	Prétérit	Participe passé	Traduction
be	was / were	been	être
have	had	had	avoir
give	gave	given	donner
say	said	said	dire
take	took	taken	prendre
sit	sat	sat	s'asseoir
come	came	come	venir
feel	felt	felt	ressentir
know	knew	known	savoir
put	put	put	mettre
read	read	read	lire
tell	told	told	dire, raconter
write	wrote	written	écrire

BE au prétérit :

I
 You
 He / she / it
 We
 You
 They



Exercice 1 – Complète avec le verbe au Past Simple

- Rosa Parks (refuse) to give up her seat in 1955.
- Rosa Parks (sit) in the front of the bus?
- African Americans (not have) equal rights in the 1960s.
- Martin Luther King Jr. (**give**) a famous speech in 1963.
- The Supreme Court (end) segregation in schools in 1954.
- Many African Americans (**fight**) for their rights.
- Many white settlers (not speak) against segregation.



Exercice 2 – Complète avec le verbe au Past Continuous

- African Americans (march) in the streets for freedom.
- Martin Luther King Jr. (speak) to the crowd?
- Black students (sit) in separate classrooms.
- Rosa Parks (not accept) unfair rules.
- Rosa Parks (ride) the bus when the driver asked her to move.
- People (sing) spiritual songs during protests.
- Martin Luther King Jr. (speak) while the crowd was listening.



Exercice 3 – Choisis : Past Simple ou Past Continuous ?

- While African Americans (fight) for justice, some politicians (resist) change.
- Rosa Parks (sit) quietly when the bus driver (tell) her to move.
- People (protest) in the streets when police (arrive).
- Many children (attend) segregated schools before the law (change).
- While Martin Luther King Jr. (speak), the crowd (listen) carefully.
- While the protesters , the police them carefully.



Exercice 4 – Transforme les phrases suivantes en anglais

- Pendant que les étudiants noirs étudiaient dans des écoles séparées, les enfants blancs jouaient dans le parc.
- Le tribunal suprême a mis fin à la ségrégation scolaire en 1954.



LESSON 3 - IMPORTANT FIGURES IN THE FIGHT AGAINST SEGREGATION



Listen to the audio and complete the following chart :

NAMES	WHO?	WHAT DID THEY DO?
.....
.....

What is the name of the the following famous figures :



.....
.....
.....



.....
.....
.....



Rosa PARKS : the woman who ignited a movement

🧠 Try to **FILL** the gaps in this text about Rosa Parks History

I'm Rosa Parks, my story marks the first step towards C..... R.....

Racial i....., American p....., 'till I kicked off a fight.

What act of mine led havoc to ensue? How come I caused such fuss?

What shocking b..... did I do? We-e-e-ell

I sat on a bus (you sat on a bus?) - I sat on a bus (you sat on a bus?)

You want to know why? (Go ahead, tell us) - I sat on that bus (you sat on the bus)

In the '50s all buses divided, w..... in front, b..... behind (You serious?)

If the bus filled up we had to give up our s..... or we'd be fined (That's Ludicrous)

I made a stand in my h..... Montgomery, Alabama (That's dangerous)

R..... to stand for a white man so they put me in the slammer (Discourteous)

December 5 1955, my t..... notorious

Black people stood side-by-side and no-one

Got on the bus (we stayed off the bus)

They stayed off the bus (we stayed off the bus)

I meant b..... (she inspired us)

So they stayed off the bus (we stayed off the bus)

We organised a b..... of public t.....

To win R-E-S-P-E-C-T and force new l.....

D..... of the day the USA had no implementation

Of S-E-G-R-E-G-A-T-I-O-N - (spells segregation!)

From that day on we walked or cabbed led by Martin Luther King

Attacked by mobs our houses b....., though p..... was our thing

Our plight it made the national n..... which was mighty strange (mysterious)

When word reached the P..... he had to make a change (delirious)

One year on we'd finally won a victory momentous

The fight for national Civil Rights was begun

Cos' I sat on a bus (she sat on a bus) I sat on a bus (she sat on a bus)

I sat on a bus (for all of us) I sat on a bus (she sat on a bus)

I sat, I sat... (Our story owes, a huge debt to Rosa)

(We all agree, she made h.....) On the bus...



Now **LISTEN** to the Rosa Parks song and try to **fill the blanks** remaining

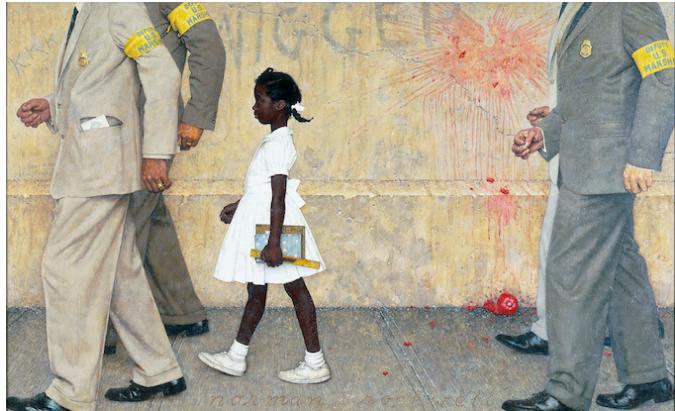


💡 What can you say about Rosa Parks's decision ? How did she feel ?

Ruby BRIDGES : the first Black girl in a White school

 **OBSERVE** the following document and introduce it : (nature, author, date, subject, context...)

.....
.....
.....



The Problem We All Live With, Norman ROCKWELL - 1964

 What can you say about this picture ? **DESCRIBE** and **ANALYZE** the cultural elements, the shocking elements...

.....
.....
.....

 **READ** the following document about Ruby Bridges's first day at school and **REORDER** the paragraphs :

- On my second day, people were still protesting and threatening me, and my parents were scared.
- I remember... Marshals came to my house and I climbed into their car and sat at the back with my mother. I was not frightened. The school was not far away.
- I got out of the car and the marshals escorted us. I walked straight through the crowd. I couldn't see their faces, I was too small. They were trying to stop me from going to this school and I was trying not to pay attention to them.
- Mrs Henry, a new teacher, agreed to teach me and I was her only student for the full year. I was the only black student in William Frantz School.
- I entered the school and went to see the principal. I spent my whole first day in his office.
- When we arrived there, I saw barricades, policemen and lots of people. They were shouting, screaming and yelling.



Excerpt from *Through My Eyes*, by Ruby Bridges, © 1999 by Ruby Bridges. Reprinted by permission of Scholastic Inc.



Martin LUTHER KING Jr. : the Man and the Dream



LISTEN to Martin Luther King's speech and take notes :

.....
.....
.....



READ and **MATCH** the following expressions from the speech with easier sentences :

« Sons of former slaves and sons of former slave owners »	•	•	Judged according to their personality and their skills
« Sit down together at the table of neighborhood »	•	•	Changed into a free and equal world
« Transformed into an oasis of freedom and justice »	•	•	Talk and walk together
« Judged by the content of their character »	•	•	Be friends
« Join hands »	•	•	Black and White people



Tell if the following statements are **true** or **false**, justify your answer

Statement			Justification
Martin Luther King was speaking about the situation in the USA			
MLK made plans for the future			
MLK thought the situation for Black people is good			
MLK wanted people to be ennemis			
MLK thought Black people were superior			
MLK wanted black and white people to be friends			

Who is this speech addressed to ?

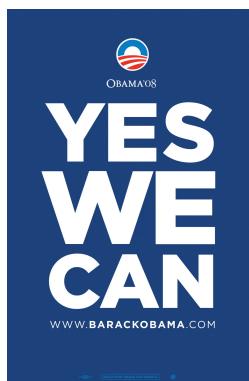
.....
.....

Explain what is Martin Luther King's dream ?

.....
.....



Barack OBAMA : the first Black US president



What can you say about the color of the poster ?

.....

What can you say about the slogan ?

.....

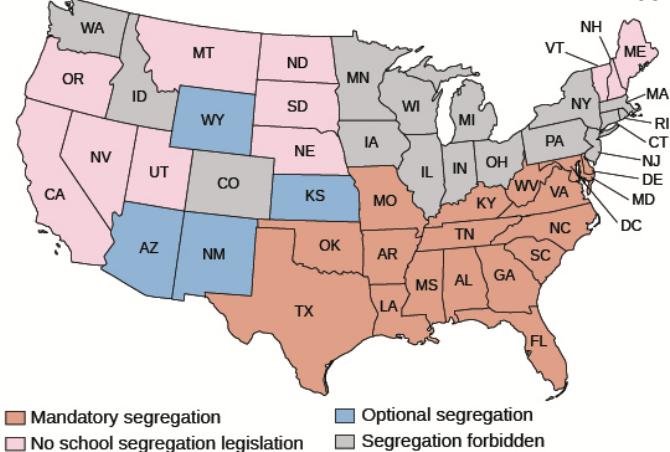


What can you say about the following maps of the United States ?

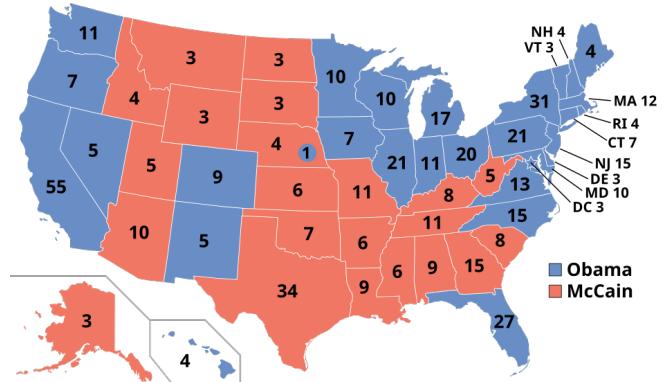
.....

.....

U.S. School Segregation prior to *Brown v. Board of Education** in 1954



Vote distribution - 2008 US elections



***Brown v. Board of Education put an end to segregation in schools.**



WATCH Obama's winning speech and complete the quote :

*American who sent a message to the world that we have never been just a collection of or a collection of and
We are and always will be »*

LESSON 4 - BLACK LIVES MATTER

Trayvon Martin assassination, the event that triggered a movement

 **COMPLETE** the following table thanks to the information about **Trayvon Martin** :

Who was Trayvon Martin ?
What happened ? (Who ?, where ?, when ?, details about the event...)
What about the trial of his murderer
What about the American people's reaction ?



Vocabulary : What is the English of the following words.

..... : **Assassiner, tuer quelqu'un**
..... : **Un meurtre**
..... : **Un meurtrier**
..... : **Accuser quelqu'un**
..... : **Un procès**
..... : **Une dispute**
..... : **Une preuve**
..... : **Un tribunal**
..... : **Coupable**
..... : **Un rassemblement**
..... : **Manifester**

 According to you, what happened next ?

.....
.....

👁️ **WATCH** the video about Black Lives Matter

Who were the creators of Black Lives Matter ?

.....
.....

What was the event behind Black Lives Matter ?

.....
.....

True or false : Black Lives Matter means that Black lives are more important than other people's lives. (**Justify your answer**)

.....
.....

What is the problem with police shootings in the U.S.A. ?

.....
.....

CULTURAL POINT - AFRICAN AMERICAN VERNACULAR ENGLISH (AAVE)

🗣️ **WATCH** the video and discover how to speak like an African American :

Who first spoke AAVE ?

.....

Transform the following sentences in AAVE :

- I have no problem ↗
- I am not your mom ↗
- He is not integrated ↗

.....

.....

.....

What are the different meanings of **AIN'T** :

.....

.....

.....

Try to guess the meaning of the following AAVE words :

slay ↗

lowkey ↗

On fleek ↗

spill the tea ↗

To ghost ↗

To catch feelings ↗



LESSON 5 - VIOLENCE IN 2020 AND AFTER

Exercice 1 : La compréhension écrite.

Qu'est ce que je dois faire le jour du CCF ?

Vous devez rédiger un compte rendu en français d'un texte authentique en anglais.

Protesters Call for Justice

June 1, 2020

Brian S. McGrath and Constance Gibbs

Protesters have taken to the streets across the country and around the world. They are expressing their anger about the treatment of black people by law enforcement. On May 25, in Minneapolis, Minnesota, a man named George Floyd was killed by a police officer during an arrest. A bystander recorded the event and shared the video on social media. People were outraged by what they saw.

Floyd's death is part of a history of black people being killed during encounters with police officers. "I'm so sick and tired of it," says Mahira Louis, 15. She was at a protest in Boston, Massachusetts, on Sunday.

Demonstrations are taking place in dozens of cities. Many have been peaceful. People march, chant, carry signs, and call on leaders to make positive change. In some cities, however, demonstrations have seen violence. People have smashed store windows and stolen merchandise. Protesters have thrown rocks at police officers. Police have fired pepper spray and rubber bullets at protesters. Many people have been hurt. Governors in nearly half the states have requested soldiers from the National Guard to try to maintain order.

Melvin Carter is the mayor of St. Paul, Minnesota. He says the violence makes the protests less productive. "Those who are expressing that anger in

a destructive way are taking the focus away from what it should be,” he said on the TV news show Face the Nation on Sunday. “It must stop.”

James Talton, a protester in New York City, told TIME that some people become destructive because they feel it’s the only way to get people to listen to their concerns. “It seems like nobody’s paying attention,” he said.

A Growing Movement

The United States has a long history of protests against injustice. During the civil rights movement of the 1960s, protests were common as activists such as Martin Luther King Jr. led the fight against segregation. Protests also helped guarantee that black people could exercise their right to vote. But the civil rights movement did not make all things equal for black Americans. Racism is still a big problem in the U.S.

In 2012, a 17-year-old named Trayvon Martin was killed by a man in his neighborhood in Sanford, Florida. A year later, a jury found that man to be not guilty of a crime. After the trial, activists started using the hashtag #BlackLivesMatter on social media to express their outrage. It caught on, and what started as a hashtag grew into a movement.

Social media has helped bring widespread attention to instances of civilian and police violence against black people. Many people use the #BlackLivesMatter hashtag to call for justice and demand change. During the current protests, people have been carrying signs and wear shirts that say “Black Lives Matter.”

What Happens Next ?

Minneapolis police officer Derek Chauvin was arrested on May 29 and charged with Floyd’s murder. If found guilty, Chauvin faces up to 35 years in prison. Three other police officers were there when Floyd was killed. They

were fired from the police force and are being investigated by state and federal law enforcement agencies. As of June 1, they have not yet been charged with a crime.

Meanwhile, the protests continue. Officials are working to control any violence that may occur. Many cities have put curfews in place to limit the number of people who are out at night, which is when tensions seem to rise.

“I don’t want the protests to be just for show,” Floyd’s cousin Tera Brown said. She spoke to CBS News. “We want to see [the officers] convicted for what they did. He did not deserve what happened to him.”

Comprendre un texte

1 Listez les informations périphériques, le paratexte : le titre, la nature, la date, l'auteur, l'origine, le vocabulaire traduit en bas de texte...

2 Repérez :

- les noms propres et ceux qui commencent par une majuscule : personnages, villes, pays, monuments, jours, mois... ;
- les indications chiffrées : prix, dates, quantités, âges ;
- les termes connus : les mots transparents, répétés, importants ;
- les marqueurs de temps : déterminez le temps de la narration.

3 Examinez la structure du texte. Notez les termes qui introduisent chaque paragraphe et trouvez l'idée qui est développée.

4 Élucidez le sens des mots inconnus. Aidez-vous du contexte, de la fonction du mot, de sa structure (racine, préposition, terminaison, etc.).

5 Répondez aux questions :

- **QUI** ? Pour trouver le narrateur, les personnes, etc. • **OÙ** ? Pour situer le(s) lieu(x) de l'action.
- **QUOI** ? Pour savoir ce qu'il se passe. • **QUAND** ? Pour connaître le moment de l'action.
- **POURQUOI** ? Pour trouver les causes, les motivations (*because, since, for, consequently, hence, then, therefore...*).
- **COMMENT** ? Pour déterminer la manière dont se déroule l'action ou le propos (adverbes, gérondifs, passifs).

6 Déterminez le point de vue et les impressions de l'auteur et/ou des personnages : adjectifs, adverbes, auxiliaires modaux, verbes d'opinion.

7 Mettez en relation tous ces indices pour donner du sens au texte.

Les clés du succès

► Regardez tout de suite si du lexique vous est donné en bas du texte.

► Ne cherchez pas à traduire et ne bloquez pas sur un mot. Le contexte, malgré un mot inconnu, peut vous permettre de comprendre « ce qui se passe ».

► Attention aux contre-sens ! Ne lisez pas trop vite et ne pensez pas que, si vous avez compris le début, la fin sera celle que vous imaginez.



Rédige un compte rendu en français du texte.

Exercice 2 : La compréhension orale.

Qu'est ce que je dois faire le jour du CCF ?

Vous devez rédiger un compte rendu en français d'un document audio / vidéo authentique en anglais. Vous aurez le droit à 3 écoutes du document pour la réalisation du compte rendu.



Comprendre une vidéo ou un enregistrement audio

- 1 Concentrez-vous** sur les informations générales : le sujet, les personnages, le lieu, l'époque, l'ambiance, la musique, le moment, etc.
- 2 Servez-vous du contexte.** Identifiez les éléments (bruit, voix...) qui donnent des informations :
 - **COMBIEN ?** Le nombre de voix indique par exemple si la scène se déroule dans l'intimité ou au milieu d'une foule.
 - **QUI ?** Adultes ou enfants, hommes ou femmes ? L'âge et le sexe donnent des indices sur le registre et le niveau de langue.
 - **COMMENT ?** Entend-on des rires ou des larmes ?
 - **OÙ ?** Intérieur ou extérieur ? Prêtez attention aux bruits parasites.
 - **QUOI ?** Travail ou loisirs ? Essayez de saisir les sujets de discussion.
- 3 Repérez les mots transparents**, les mots porteurs de sens, les termes répétés, les données chiffrées, les indications horaires.
- 4 Prenez en note** les mots-clés que vous entendez.
- 5 Résumez** ce que vous avez compris. À partir des informations que vous avez rassemblées, répondez aux questions : **WHO? WHERE? WHEN? WHAT?**

Les clés du succès

- **Concentrez-vous pour ÉCOUTER et ne pas juste ENTENDRE.** Il faut être ATTENTIF à tous les indices.
- **Ciblez ce que vous comprenez.**
- **N'essayez pas de TOUT comprendre.**
- **Immergez-vous** le plus possible dans la langue anglaise en regardant des séries en VO, des bandes-annonces, des clips de musique, etc.



Rédige un compte rendu en français de la video.

Exercice 3 : L'expression écrite.

Qu'est ce que je dois faire le jour du CCF ?

Vous devez répondre à une question d'expression généralement liée aux deux premiers documents. Vous devrez donner votre opinion sur cette question en structurant un écrit avec un nombre de mots minimum. Vous aurez le **choix** entre deux sujets, vous ne devrez en traiter qu'**un seul** !

👉 What can young people do to fight against racism? (150 words minimum)

👉 Write a letter to Rosa Parks and tell her about today's world for Black people. (150 words minimum)

Rédiger un texte simple

1 Lisez attentivement le sujet.

2 Surlinez les mots-clés qui vous aideront à déterminer :

- À qui est destiné votre texte ? Votre patron, un client, un ami...
- Quel type de document est demandé ? Une annonce, une lettre, un article...
- Le nombre de lignes demandé.

3 Notez vos idées sous forme de mots ou de phrases courtes et organisées.

- Veillez à la grammaire et au choix des temps.
- Privilégiez les phrases courtes.
- Pensez aux mots de liaison.
- Utilisez ce qui a été appris en classe.

4 Relisez-vous !

Les clés du succès

- ▶ Faites simple tout en étant exhaustif !
- ▶ Attention aux traducteurs en ligne ! S'ils sont mal utilisés, ils peuvent vous conduire au contre-sens.



Choisis un des deux sujets ci-dessus et rédige un texte de 150 lignes minimum