DNL HG/ ANGLAIS
BIRTH OF A NATION

The USA from the revolutionary years to the Civil War

Exemples de mise en œuvre

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Croiser les contenus et finalités des nouveaux programmes

HISTOIRE

Thème 3 : L'État à l'époque moderne : France et Angleterre

Le modèle britannique et son influence

Ce chapitre vise à montrer comment l'ébauche d'un gouvernement représentatif ainsi que la définition de grands principes et de droits fondamentaux inspirent les philosophes au cours du XVIIIe siècle, et aboutit à **la fondation d'un nouveau régime politique doté d'une constitution écrite avec la naissance des États-Unis d'Amérique.**

<u>Préparer les élèves à l'étude de la Révolution Française en Première:</u>

- Confronter à l'**altérité**/ renforcer le **sens critique** en décentrant le regard pour mieux remettre en cause le mythe de l'exceptionnalisme de la Révolution Française et de son caractère purement autochtone
- Comprendre la notion de **mondialisation**, à travers l'étude des échanges entre Français et Américains, dans le cadre d'une histoire globale qui envisage une « ère des révolutions à travers le concept de « monde atlantique »

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HISTOIRE

Points de passage et d'ouverture

- 1679 et 1689 – L'*Habeas Corpus* et le *Bill of Rights*, le refus de l'arbitraire royal.
- Voltaire, l'Angleterre et la publication des *Lettres philosophiques* ou *Lettres anglaises* : 1726 -1733.
- Washington, premier président des États-Unis d'Amérique.

Croiser les contenus et finalités des nouveaux programmes

HISTOIRE

On peut mettre en avant :

- l'évolution politique et sociale anglaise à la fin du XVII^{e} siècle ;
- l'affirmation des droits du Parlement face à la couronne anglaise, autour de la révolution de 1688 ;
- l'influence du régime britannique sur des philosophes des Lumières ;
- le retournement par les colons américains des valeurs anglaises contre leur métropole ;
- la rédaction d'une constitution et ses enjeux ;
- les limites de l'application des principes démocratiques (esclaves, Indiens d'Amérique…) ;
- l'influence de l'intervention française sur les esprits et la situation financière du royaume de France.

Croiser les contenus et finalités des nouveaux programmes

ANGLAIS

Thématique: L'art de vivre ensemble

Axe 8 : Le passé dans le présent

« La persistance du passé est au cœur-même de la perception du présent, et le poids de l'histoire, est omniprésent. Le passé dans le présent peut être fondateur dans la constitution de l'identité d'un lieu ou d'un peuple.
Quelle est la place du passé?
Comment lui fait-on une place dans le présent?
Les lieux de mémoire se sont multipliés, ils invitent à considérer que l'acte de mémoire est un devoir
Comment cette articulation du passé et du présent se manifeste-t-elle dans une aire géographique ? »
Source: BOEN

Key Question: Remembering the dark passages of our common history: a citizen's duty?

Birth of a Nation

1763-1776:Claiming independence

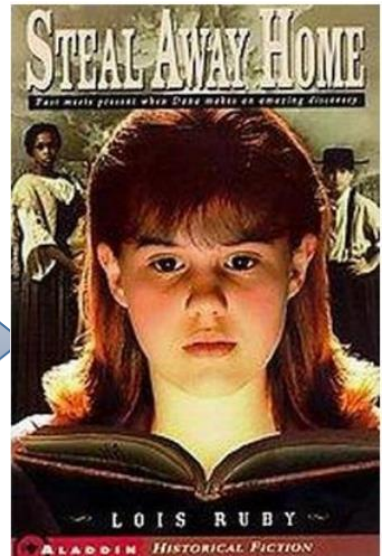
La Révolution Américaine
Cours d'histoire

1776-1787 Writing a constitution

1787-1860' Expanding westward

Travail sur le roman
Steal away home
Cours de LV

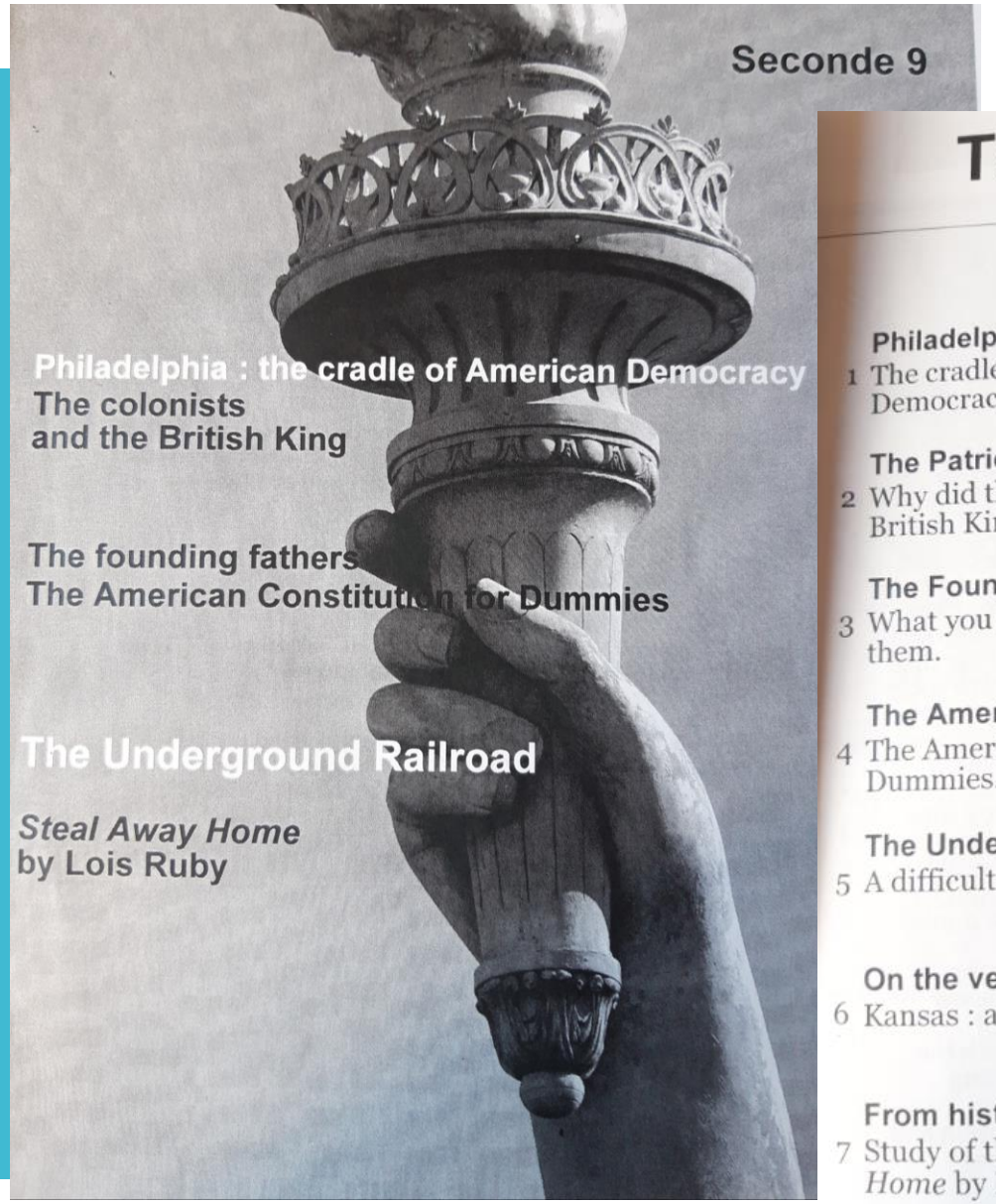
1860: A nation on the verge of civil war

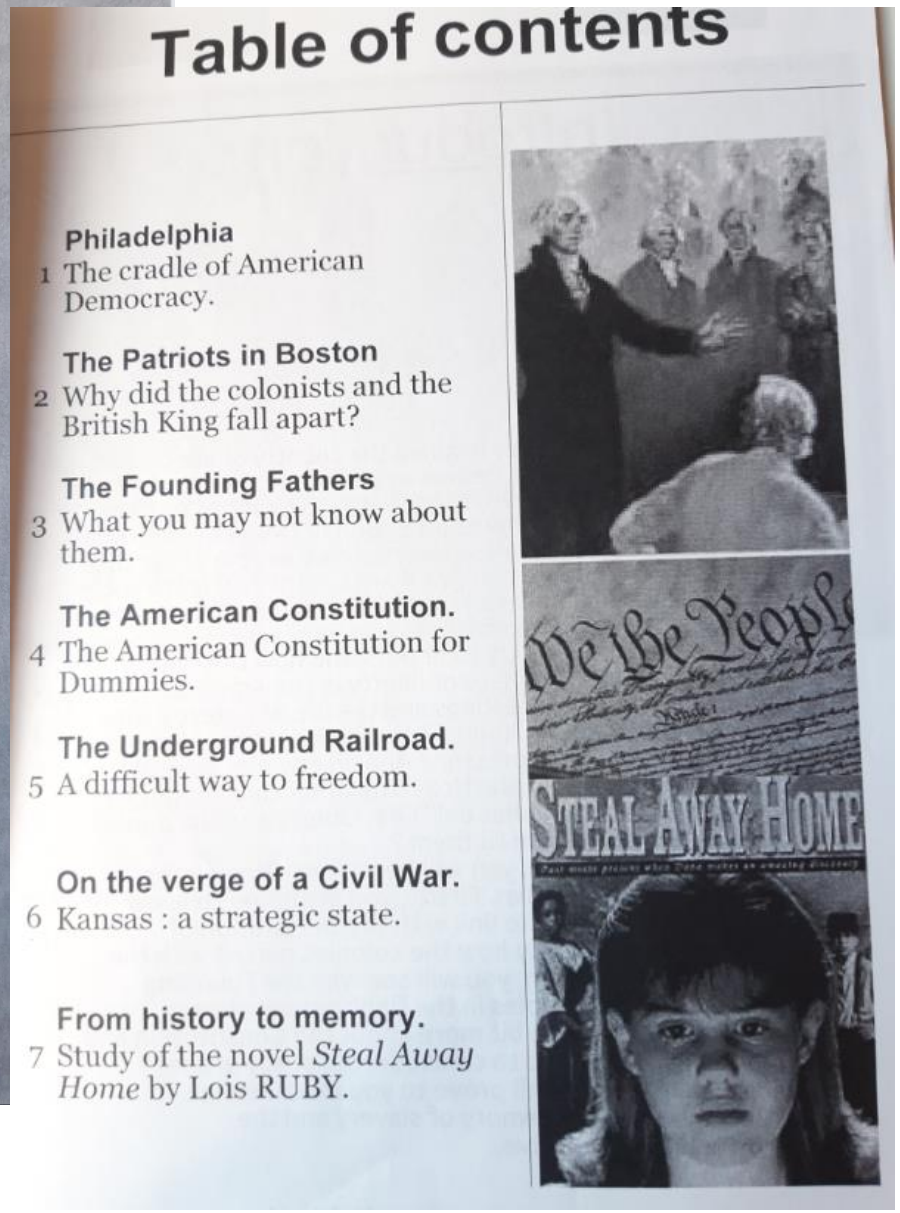


Intérêt d'une mise en œuvre décalée:

- Éviter les répétitions, ne pas « marcher sur les plates-bandes » du collègue
- Permettre une meilleure appropriation des connaissances par des exercices de remobilisation (du cours de DNL en cours d'Anglais)

Un projet final commun:
une revue à l'aide du site Madmagz





Contribuer à l'acquisition de compétences transversales

Compétences communes ciblées dans la séquence

- Analyse de **sources** : se confronter à des sources variées et savoir les analyser de manière critique et approfondie
- Construire et savoir vérifier des **hypothèses**
- Employer à bon escient le **lexique** propre à l'histoire
- **Mettre en relation** des événements de périodes différentes

- Activités de **réception** : Lire et écouter, développer des stratégies de compréhension
- Activité de **production** orale et écrite, dans le cadre d'une approche actionnelle
- Activité de **médiation**

Contribuer à l'acquisition de compétences transversales

EXEMPLE: ENTRAINER LES ELEVES A L'EXPRESSION ECRITE

- Principale compétence langagière visée dans la séance : (LV)

Entrainement à l'expression écrite
Pour qu'elle prenne tout son sens la production écrite doit s'insérer dans une situation de communication qui justifie l'usage de la langue
Niveau visé: B1-B1+

- Principales capacités et méthodes visées: (HG)

Organiser et synthétiser des informations
Décrire et mettre en récit une situation historique.

Développer son expression personnelle et son sens critique:
développer un discours construit et argumenté, le confronter à d'autres points de vue.

Entrainement à l'expression écrite en cours de LV

31th of May 1856

Today, I helped a group of slaves to escape from their master. Three hours before dawn, I was waiting near a river in Kentucky. Ten minutes later, the passengers arrived. My 31th of May 1856 had begun. We walked for two hours before sunrise. It let us the time to go to Kansas. We continued our trip. The more we advanced, the more I was smelling burnt wood smell. I saw a house and on one of its windows, there was a quilt whose pattern indicated that this house was a station of the Underground railroad. We needed to regain strength and it was too far so I decided to hide in a cave found near a valley. I heard something like a horse and it scared me because I thought it was a catcher who was looking for me. Hopefully not. Then we went to this house where we spent the day. At the sunset, we continued our trip. Suddenly, we bumped into a white man who had dogs and he told us : « I know that you are the slaves who escaped from the property of Mister Drawner! Come with me and there will have no more problems ! » I was terrified and angry at the same time but I had to keep calm not to scare my group of passengers, that's why, without any feelings, I took my gun out, shot him in the face and his dogs too. A slave, after this « accident » wanted to go back « home » like he said... So, I warned him about the consequences if he didn't follow me and then I pushed him to continue. We decided to make a break. Tomorrow is the day where I'm letting my group of slaves in the final place so I need to find somewhere I can sleep. I remember that I heard something about a Quaker family who is living in Lawrence so I'm going to find them ! Léna

Dans le cadre du projet final, les élèves sont amenés à travailler sur l'écriture d'une page de journal intime d'une Quaker ayant participé au Chemin de Fer Clandestin et au Bleeding Kansas.

You have been asked to write some of the missing pages in Mrs Millicent Weaver's journal. Write about the event (the sack of Lawrence) as if you were Millicent and don't forget that what you write must be in keeping with her personality, beliefs, thoughts…. Minimum 200 words / maximum 250 words. Your journal will start with: "Today, I……"

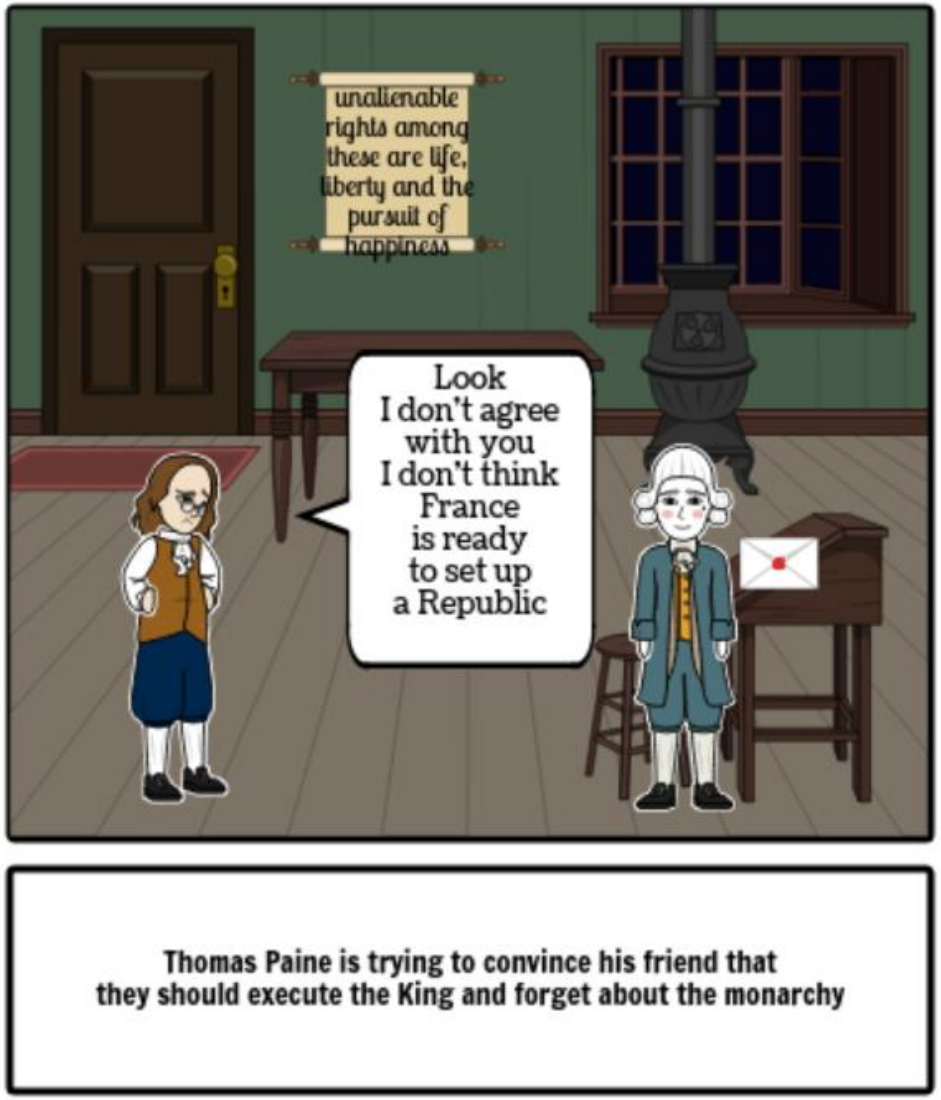
En amont:

- **les élèves ont lu d'autres extraits du journal de Milicent Weaver (CE)**
- **Les élèves ont travaillé sur le portrait d'un Proslaver et d'une Free soiler. (E.E)**
- **Les élèves ont joué une saynette l' interprétant dans une discussion contre le general Atchinson (EOC/IO)**

Objectifs de cette tache intermédiaire

- S'approprier des informations complexes et les expliciter de façon claire pour un lecteur de magazine
- Comprendre les raisons et les sentiments de personnages (fictif/ historique)
- Rédiger une page de journal intime en s'appuyant sur une situation et un personnage historique.
- Travailler le contraste et l'argumentation, l'expression des sentiments forts (exclamatives, …)

Entrainement à l'expression écrite en cours d'histoire-géo



Dans le cadre du projet final, les élèves doivent consacrer quelques lignes aux pères fondateurs des Etats-Unis.

- Ils ont travaillé notamment sur la figure de **Thomas Paine** (analyse d'extraits de Common Sense, compréhension écrite sur sa biographie + évaluation CO)
- Ils doivent à présent créer **un storyboard** sur ce personnage qui sera inclus dans le madmagz.

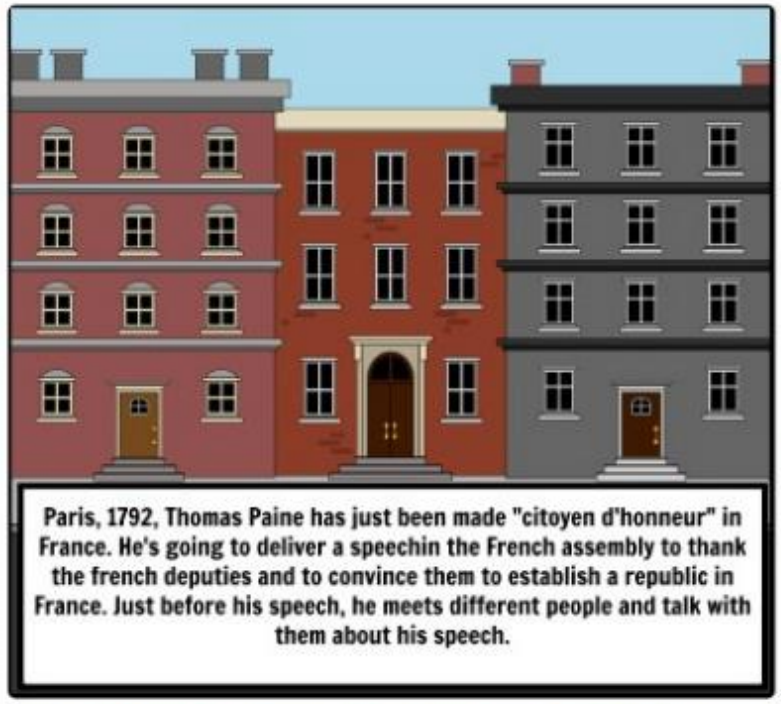
Capacités et méthodes:

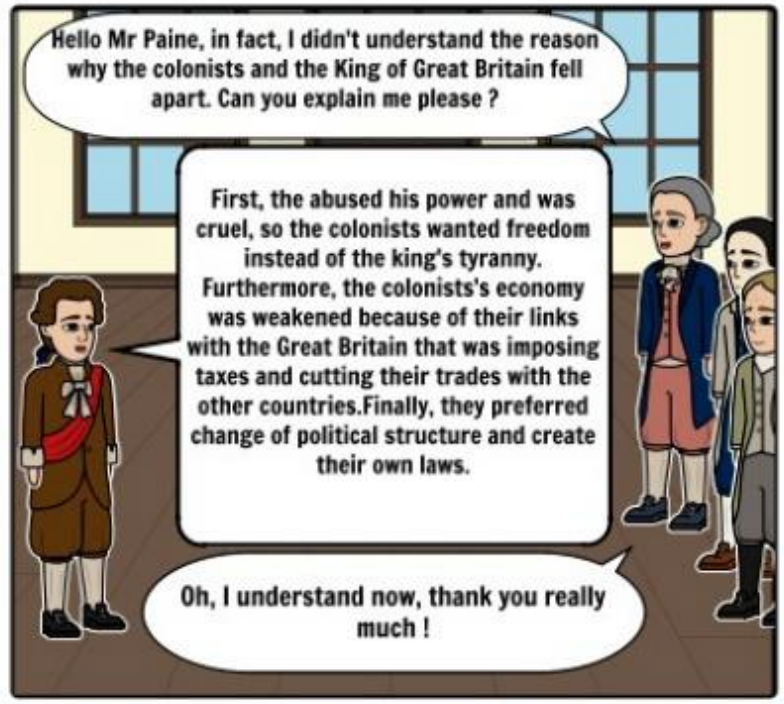
- Prélever et hiérarchiser des informations
- Mettre en récit une situation historique
- Rédiger un texte construit en utilisant le vocabulaire historique
- Utiliser les TIC

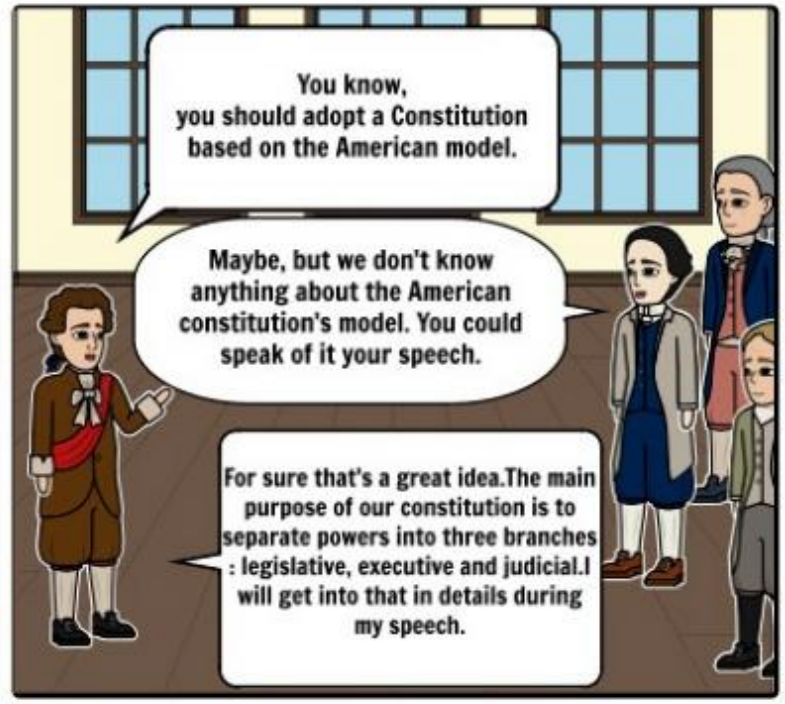
Paris, September 1792 : Thomas Paine has just been named an “honorary French citizen” and has been elected to the French National Convention. He is trying to convince the French revolutionaries to abolish the monarchy and establish a Republic in France. Imagine a (digital) storyboard that will include the following ideas:

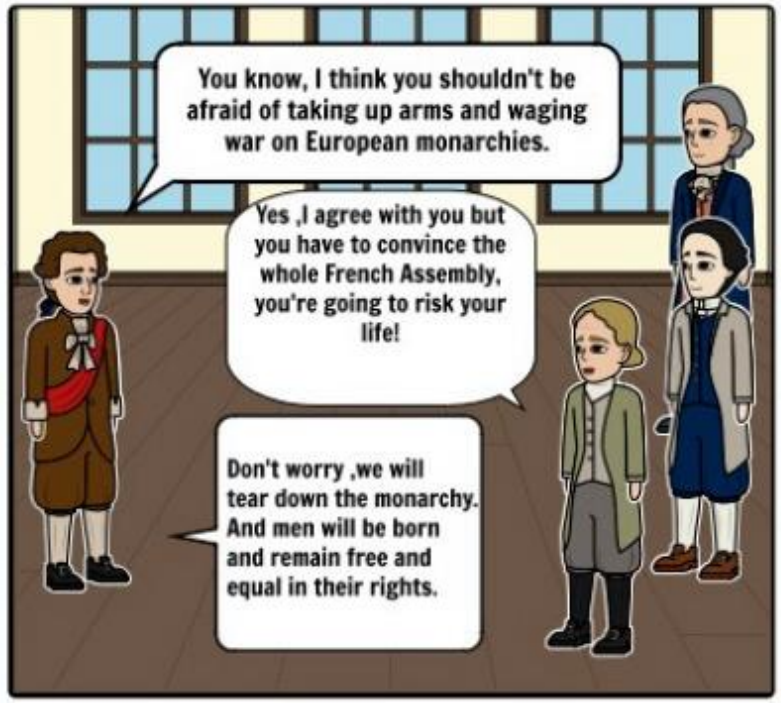
-He explains the reasons why the colonists and the monarch fell apart in America
-he urges the French to adopt a constitution based on the American model
-he insists that they shouldn't be afraid of taking up arms and waging war on European monarchies

http://www.storyboardthat.com/

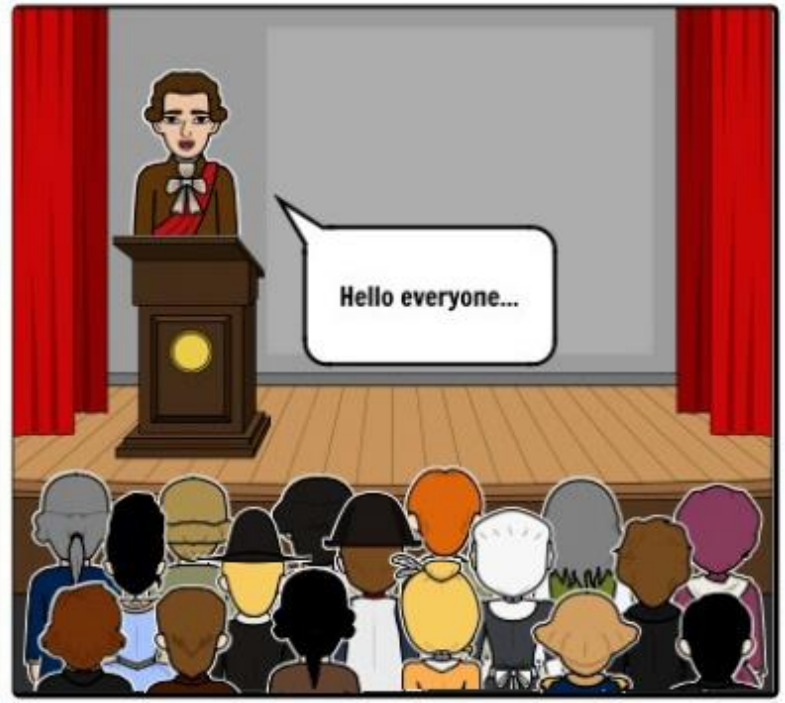

Paris, 1792, Thomas Paine has just been made "citoyen d'honneur" in France. He's going to deliver a speechin the French assembly to thank the french deputies and to convince them to establish a republic in France. Just before his speech, he meets different people and talk with them about his speech.


Hello Mr Paine, in fact, I didn't understand the reason why the colonists and the King of Great Britain fell apart. Can you explain me please ?
First, the abused his power and was cruel, so the colonists wanted freedom instead of the king's tyranny. Furthermore, the colonists's economy was weakened because of their links with the Great Britain that was imposing taxes and cutting their trades with the other countries.Finally, they preferred change of political structure and create their own laws.
Oh, I understand now, thank you really much !

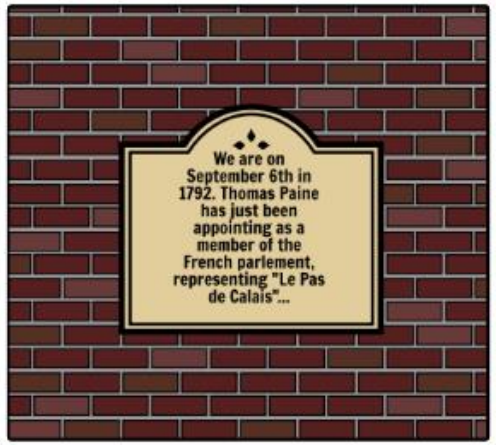

You know,
you should adopt a Constitution based on the American model.
Maybe, but we don't know anything about the American constitution's model. You could speak of it your speech.
For sure that's a great idea.The main purpose of our constitution is to separate powers into three branches : legislative, executive and judicial.I will get into that in details during my speech.


You know, I think you shouldn't be afraid of taking up arms and waging war on European monarchies.
Yes ,I agree with you but you have to convince the whole French Assembly, you're going to risk your life!
Don't worry ,we will tear down the monarchy. And men will be born and remain free and equal in their rights.

I'm really glad to talk with all of you but now, I must go do my speech. Goodbye.
Thank you.Thanks to men like you ,we are going to change history.

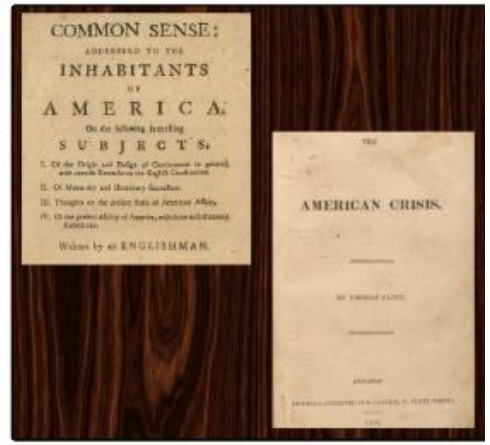

Hello everyone...

The day that marked the beginning of a new world


We are on September 6th in 1792. Thomas Paine has just been appointing as a member of the French parlement, representing "Le Pas de Calais"...

I have just arrived from over seas, but I followed your story. You must take your destiny in your hands as Americans did it before you!
Thomas Paine!

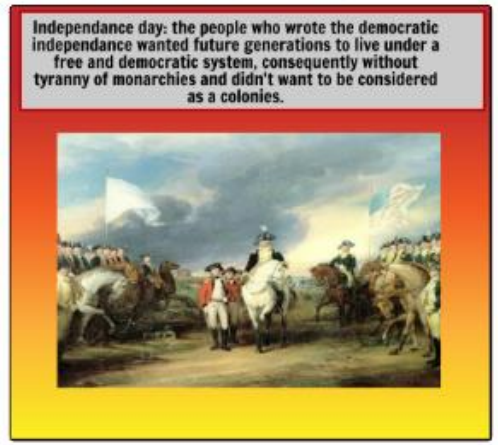
I played a key part in the American independance. My principle pamphlet like "common sense" in 1776 or "American crises" was a huge success and pushed the majority of colonists in favour of full-on independence.


COMMON SENSE:
INHABITANTS
OF
A M E R I C A.
S U B J E C T S.
AMERICAN CRISIS.

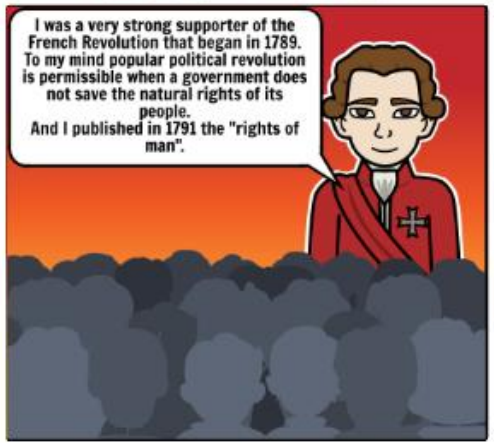
No taxation without representation.

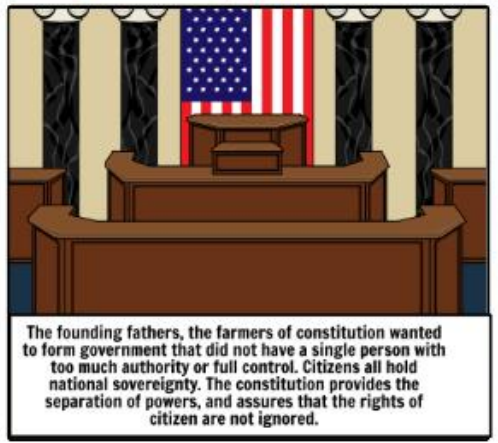
For memories, at the beginning the spark that lighted the bonfire was the accumulation of acts:
sugar act and stamp act and so on.
But finally the last straw which breaks the camel's back was the tea act in 1773. This third tax raised to finance the war upset the majority of people!

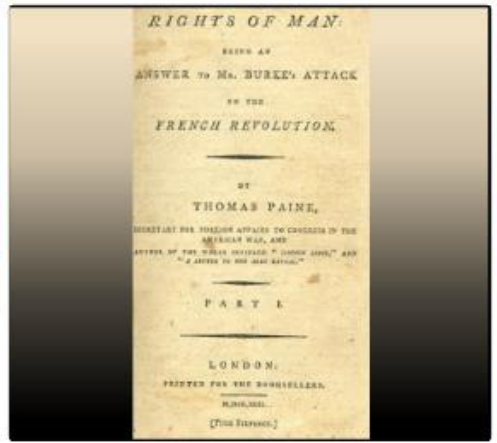
The British king is too far away. He shouldn't interfere in American domestics affairs. Patriots fought against monarchy. They finally declared their independence on July the 4th in 1776.

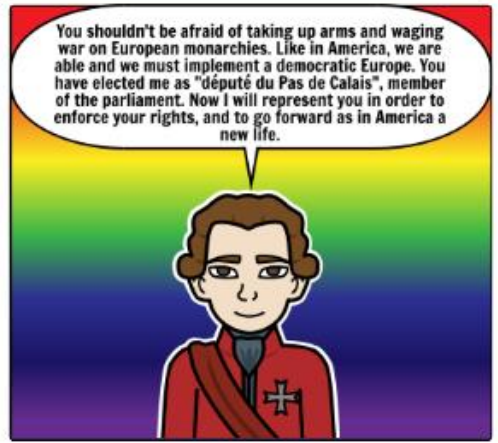

Independance day: the people who wrote the democratic independance wanted future generations to live under a free and democratic system, consequently without tyranny of monarchies and didn't want to be considered as a colonies.

Americans citizens are now free, righteous and start afresh. They started writing their own history on a white page!


I was a very strong supporter of the French Revolution that began in 1789. To my mind popular political revolution is permissible when a government does not save the natural rights of its people.
And I published in 1791 the "rights of man".


The founding fathers, the farmers of constitution wanted to form government that did not have a single person with too much authority or full control. Citizens all hold national sovereignty. The constitution provides the separation of powers, and assures that the rights of citizen are not ignored.


RIGHTS OF MAN:
ANSWER to Mr. BURKE's ATTACK
FRENCH REVOLUTION.
THOMAS PAINE,
PART I.
LONDON:


You shouldn't be afraid of taking up arms and waging war on European monarchies. Like in America, we are able and we must implement a democratic Europe. You have elected me as "député du Pas de Calais", member of the parliament. Now I will represent you in order to enforce your rights, and to go forward as in America a new life.

It was a part of the biography of Thomas Paine by Alexandre Arfeuillère and Manon Bigot

Travailler la compréhension écrite

Final Project : *pair work*

The ministry of education has issued a new curriculum. You now need to work together on George Washington. Use part of the teaching resources you already have to help your students improve their reading and writing skills.

Here are a few primary sources to help you

- Source 1: Letter from George Washington to Joseph Thompson, 1766
- Source 2: Comment by George Washington 1787/1788, recorded by his close friend and military aide David Humphries in The life of General Washington (1787-1788)
- Source 3: Excerpt, United States Constitution, ratified 1788

George Washington to Joseph Thompson, July 2, 1766

1

Mount Vernon July 2d 1766.

Sir,

With this Letter comes a Negro (Tom) which I beg the favour of you to sell, in any of the Islands you may go to, for whatever he will fetch, & bring me in return for him

One Hhd of best Molasses

One Ditto of best Rum

One Barrl of Lymes—if good & Cheap

One Pot of Tamarinds—contg about 10 lbs.

Two small Do of mixed Sweetmeats—abt 5 lb. each

And the residue, much or little, in good old Spirits

That this Fellow is both a Rogue & Runaway (tho. he was by no means remarkable for the former, and never practised the latter till of late) I shall not pretend to deny—But that he is exceeding healthy, strong, and good at the Hoe, the whole neighbourhood can testifie & particularly Mr Johnson and his Son, who have both had him under them as foreman of the gang; which gives me reason to hope he may, with your good management, sell well, if kept clean & trim'd up a little when offerd to Sale.

I shall very chearfully allow you the customary Commissions on this affair, and must beg the favour of you (least he shoud attempt his escape) to keep him handcuffd till you get to Sea—or in the Bay—after which I doubt not but you may make him very useful to you.

I wish you a pleasant and prosperous Passage, and a safe & speedy return, being Sir, Yr Very Hble Servt

Go: Washington

Comment by George Washington, recorded by David Humphries in his *The Life of General Washington*, 1787-1788

The unfortunate condition of the persons, whose labour in part I employed, has been the only unavoidable subject of regret. To make the Adults among them as easy & as comfortable in their circumstances as their actual state of ignorance & improvidence would admit; & to lay a foundation to prepare the rising generation for a destiny different from that in which they were born; afforded some satisfaction to my mind, & could not I hoped be displeasing to the justice of the Creator.

Excerpt: United States Constitution, Ratified June 21, 1788

1

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.

Travailler la compréhension écrite

Envisageriez-vous d'utiliser ces documents:

- en entraînement?
- en évaluation?

En entraînement:
-Pour développer quelles compétences et connaissances?
- Pour viser quel niveau de compréhension (A2/B1/B2/C1) ?
- (*Très sommairement*) Comment mettriez-vous en œuvre cet entraînement?
- Une tâche de production en découlerait-elle?

En évaluation :
-Pour tester quelles compétences et connaissances?
- Pour attester de quel niveau de compréhension (A2/B1/B2/C1) ?
- Quelle forme pourrait prendre le test?
-Quelles réponses clés seraient par exemple attendues?