**CORRECTION STEP 2 THE FIGHT FOR SOCIAL JUSTICE**

**Exercise 1:**

* **1-A**  *The people speaking are former activists, veterans of the Civil Rights movement. There is also a man who, as a reporter at the time, took snapshots of the sit-in. We can also hear a teacher now working in the college whose students took part in the sit-in movement.*
* **2-A**  *They organized a sit-in in a Woolworth’s lunch counter in Jackson, Mississippi in 1963. They wanted to end racial segregation in restaurants. They were denouncing the inequality of this system, and of the concept of segregation in general.*
* **3-A**  *As a consequence, they were mistreated and beaten up by an angry mob who were strongly opposed to their actions. Their actions had multiple consequences: although they received little support at this site, pictures of their sit-in were shown all around the world, which drew attention to their movement. It encouraged other people to help them and fight against injustice.*

**Exercise 2 :**

* **1-B**  *In the South of the USA, many areas of everyday life were divided according to ethnic groups. Many places or facilities were reserved for Whites only, while African Americans had limited or no access. In the previous century, many blacks used to be slaves in the South. After slavery ended, many in the South held on to attitudes and behavior from this era.*
* **2-B**  *It is interesting to note that the people who took part in this sit-in were both white and black people. They were students who wanted to change the situation and improve the living conditions of the African-American community.*
* **3-B**  *Their strategy was to go to a five and dime lunch counter, sit at the counter reserved for white customers and ask to be served. They chose not to be violent but peaceful and polite. Their objectives were to make people aware of the absurdity of the situation, to highlight the belief that all citizens should be treated equally despite their skin color.*

**Exercise 3 :**

* *The situation has evolved now, since blacks and whites are not segregated anymore. They can share the same public facilities and benefit from the same civil liberties, thanks to the Civil Rights Act of 1964. The achievements of the Civil Rights Movement set a milestone in their struggle for freedom and equality. Against all odds, these activists successfully changed the situation for black people. Even though there is still inequality, because of prejudice and cultural bias, African Americans now have greater opportunities than.previous generations.*
* *Personally, I can definitely see myself as an activist, working to change the world. There will always be issues that need to be addressed. As individuals and as a society, we are meant to evolve and become the best version of ourselves. Doing so is a form of personal fulfilment.*

**Video : How a Lunch Counter Sit-In Became an Iconic Civil Rights Movement.**

**Timing :** 00:29 à 01:25, 02:02 à 03:03, 03:30 à 04:19 et 05:46 à 06:19

***Joan Trumpauer Mulholland:*** *The South was completely segregated. Black and white lived in separate worlds.*

***Bill Minor****: People can hardly imagine now that there were signs up showing colored waiting room was this way and the white waiting room was over here.*

***Colia Clark****: These people just cannot in their heads come to understand that not only do we look like you, walk like you, talk like you, we’re human like you.*

***Bill Minor****: Jackson was really behind what was happening in the other southern states.*

***Joan Trumpauer Mulholland****: Now I had been very good at memorizing all the Bible verses. A lot of the ones we were given were how to live, like “love thy neighbor as thyself”, “do unto others as you would have them do unto you”, but clearly we weren’t doing it. We were a bunch of hypocrites. We needed to change.*

***Reverend Ed King****: We decided we would do the sit-in at the Woolworth’s lunch counter.*

***J.T. Mulholland****: Now Woolworth was what we called a five-and-dime. Think dollar store with a food court. (laughs)*

***B. Minor:*** *They sold hotdogs and hamburgers.*

***J.T. Mulholland****: Everyone shopped at a five and dime. Everyone could afford it. And to not be welcomed as a customer at this one part of the store, the lunch counter, that was morally and legally indefensible. Anne Moody, Pearlina, and Memphis Norman, all of whom were Tougaloo students, were gonna sit at the counter. And then, there was gonna be a diversionary sort of picket line down the street. The idea I think being that the picket line would divert the police attention while people got seated.*

***Rev. Ed King****: They would be a decoy and they became the most photographed sit-in in the history of the sit-in movement.*

***Daphne Chamberlain****: "This was the lunch hour. So, students at Central High School had a lunch break and it was just a few blocks away so they walked over. This is a very conflicting scene.*

***J.T. Mulholland****: I conferred with Ed King, who was the spotter, about should I sit down? And yes, I should. And then, Annie and I got pulled off our stools and drug up to the front of the store.*

***Rev. Ed King****: It was very theatrical.*

***J.T. Mulholland****: The main weapons were whatever was sitting on the counter, and I mean, this is everything from vinegar to pepper to sugar to sometimes a fist.*

***Daphne Chamberlain****: At the end of the day, it’s about humiliating people. It’s to bring a person to their knees psychologically.*

***J.T. Mulholland****: This is not to take away from King, but to reduce the civil rights movement to Rosa Parks and Dr. King makes everyday folks like you and me look like we can’t do anything except follow. The students today have to see that they can identify their cause and go change the world. And as old folks now, our role is to have their back.*

*ACTIVITY :*

*• Rephrase any information you find on the Internet. You should not merely copy and paste it.*

*• Prepare visual aids to make your report more convincing.*

*> You may use a PowerPoint presentation, for example.*

*> Select relevant images. They have to relate to what you will present.*

*> Do not just read what is written on your slides. Highlight key information, and add details.*

*• Use rich and complex sentences to express your ideas and choices*

**grille d’évaluation**

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| --- | --- | --- | --- | --- | --- |
|  | **Niveau 1 (A1)** | **Niveau 2 (A2)** | **Niveau 3 (B1)** | **Niveau 4 (B2)** | **Vers C1** |
| **Réalisation de la tâche** | Contenu pauvre, hors sujet ou plagiat. | Discours bref. Des éléments descriptifs. | Présentation claire. Des justifications. | Présentation claire et argumentée. S’appuie sur les exemples pertinents. | Utilise l’humour, l’implicite. Langue fluide. Jeu d’acteur convaincant. |
| 0,5 point | 1 point | 3 points | 4 points |
| **Production orale** | Des hésitations  et des faux démarrages, compréhension  difficile. | Des hésitations.  Lis ses notes sans ou en regardant peu son auditoire. | Ton enthousiaste, Utilise ses notes de manière modérée. Une anecdote pertinente. | Ton enthousiaste,  regarde son auditoire et le fait interagir.  Les notes sont consultées  ponctuellement. |
| 0,5 point | 1 point | 1,5 point | 2 points | … point(s) |
| **Prononciation / fluidité** | Débit haché. Prononciation francisée. | Prononciation compréhensible mais francisée (-th, -h, diphtongues). | Prononciation globalement correcte. Quelques erreurs ne gênant pas la compréhension. | Prononciation correcte. Intonation assez naturelle. | Bonne intonation. Structures complexes. Expressions idiomatiques. S’auto-corrige. |
| 0,5 point | 1 point | 2 points | 3 points |
| **Recevabilité linguistique** | Langue très simple. Beaucoup de calques du français. | Des phrases simples mais correctes. Des erreurs élémentaires. | Syntaxe correcte. Réutilisation du vocabulaire et des structures de l’unité. | Peu d’erreurs. Bon réemploi des structures de l’unité. |
| 1 point | 2 points | 3 points | 4 points |
| **Contenu culturel** | Pas ou peu de contenu culturel. | Quelques références à ce qui a été vu dans l’unité. | Exploitation cohérente des contenus culturels de l’unité. | Des références à l’unité et à des connaissances personnelles. |
| 0 - 0,5 point | 1 point | 2 points | 3 points | … point(s) |
| **Total : … / … Niveau atteint :** | | | | | |
| **Apport numérique** | Pas de support  numérique. | Support  numérique mais mise en forme simple. | Support  numérique correct.  Des illustrations. | Support numérique  complet, illustré. | Support interactif réel |
| 0 point | 1 point | 1,5 point | 2 points | … point(s) |

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