

LES ÉTAPES D'UNE SÉANCE TYPE

Étapes	Support	Stratégies (s)/Consignes (c) /	Que disent les élèves ?	Objectifs
Réactivation	Préparation des élèves : 2 truths one lie (use the passive voice at least once/ don't copy-paste the lesson)	Be ready to read your propositions : listen to your classmate to guess which sentence is a lie. Réintroduire forbidden/ banned (pour anticiper sur le document suivant) Rebondir sur une phrase d'élèves ou proposer « White schools were banned to black pupils before 1954 »	Schools were desegregated in 1954 Ruby Bridges's teacher was strict and discriminated against her(Ruby) Ruby needed US marshalls to escort her to school > I believe Ruby was not discriminated against by her teacher but by her classmates	Rebrasser le passif prétérit introduit au cours précédent (OG), le lexique de la discri (OL) et la ségrégation aux USA (OC). Faire faire de la PE aux élèves.
Anticipation	The title of the audio document + a picture of a grave + cigar box with papers in it	We are going to listen to an audio document. Its title is « The burial of Mr Spanish » (chorale> burial) Diapo> what could it be about ?	The document is a radio report from NPR, the American public radio heard on Storycorps. It could be about the death of an anonymous Spanish man during the segregation. People wrote messages for him and buried a cigar box with him.	Obj métho> faire émettre des hypothèses, lever des obstacles lexic. + cognitifs pour aider à la CO
Hypothèse de départ	The document is a radio report about an anonymous Spanish man who died during the segregation in the 1950s.			Proposer une écoute active du document.

1ere écoute/lecture	CO : The burial of Mr Spanish (usb)	S : repérer la situation d'énonciation d'un support audio.		obj ling : G ; passive voice in the past (+ past perfect) L : expressions of interdiction (ban/forbid/ allow) Ph : burial. Prononciation de WERE obj cult ; ségrégation envers les latino aussi dans les années 50/ texas. Volonté d'assimilation. Obj pragm : organiser son résumé chronologiquement.
		C : Listen to the document and check if our hypotheses are correct. Focus on the wh (faire dire aux élèves who/where/when/what)		
Retour sur hypothèse	C :So were we correct ?		The story takes place in a school, in the 1950s in Texas. Mr Spanish is not a man. It's a symbol. It's the Spanish language. The story is told by 2 women.	
2° écoute/lecture	écoute fractionnée.	S : Faire une écoute active, guidée par la situation d'énonciation à compléter. Consignes à faire formuler aux élèves dans une volonté d'autonomie.		
		C :Listen to the document again and explain what happened to the 2 women sharing their story with NPR. Who are they ? When and where is the story set ? Give details about what happened to them.		
Pair work	Vérifier que les élèves ont tous un partenaire. Faire des trios si besoin	S : conflit socio cognitif	Maggie Marquez and Jessi Silva > Latino children + Marfa, Texas, in the 1950s <i>school +banned students from speaking Spanish : paper> « i will not speak Spanish in school » > gave to teacher> cigar box > hole / bury cover up/ funeral</i>	
		C : Share what you found with your neighbour. Together try to explain what happened chronologically.		

Mise en commun/ mise en relation	Pour les élèves en difficulté> trame dessinée	C : Share what you've find with your neighbour and try to use the passive voice when necessary.	Maggie Marquez and Jessi Silva lived in Marfa, Texas, in the 1950s. Their school was segregated. They remember when Spanish was banned /when students were forbidden to speak Spanish. One day , the children were told to take a <i>paper and write</i> « <i>I will not speak Spanish in school</i> ». They gave the papers to their teachers. All the papers were put in a cigar box . Prior to this , a hole had been dug in the ground. The box was then buried in the hole. Back in class , students were not allowed to speak Spanish anymore.	
Récap/ structuration	Si nécessaire : aider avec une trame dessinée	C : What is the nature of the document already ? Recap the info we already have to sum it up. (répétitions ind/chorales + intercorrection)		
3 ^e écoute/lecture		S : C :		

Pair Work/ mise en commun		C :		
Recap				
Trace écrite				
Activités de production	Après la trace écrite. On peut proposer une toolbox aux élèves qui manquent d'idées ou de compétences lex.	S : Utiliser la trace écrite comme modèle pour faire des phrases au passif correctement écrites. C : Complete Maggie and Jessie's testimony with their teacher's testimony. Use the passive voice and what you know about living in the US in the 1950s.	As teachers, we were told to ban Spanish in the schools. Latino children were not integrated enough in the American society because they didn't speak English well. If Spanish was forbidden it was for their good. It's true that some children were punished for speaking Spanish after we buried Mr Spanish. Some were terrified by the ceremony. They were asked to keep it secret.	
Trace écrite	The document is a radio report from NPR, the American public radio heard on Storycorps. Maggie Marquez and Jessi Silva lived in Marfa, Texas, in the 1950s. Their school was segregated. They remember when Spanish was banned /when students were forbidden to speak Spanish. One day, the children were told to take a <i>paper and write</i> « <i>I will not speak Spanish in school</i> ». They gave the papers to their teachers. All the papers were put in a cigar box . Prior to this, a hole had been dug in the ground. The box was then buried in			

	the hole. Back in class , students were not allowed to speak Spanish anymore.			
Réflexion sur la langue/ pause cognitive	Utiliser une autre couleur pour le fait de langue	S : induction de la règle : schéma du passif/ du rôle du passif	Aux be (in the past> was/were) + past participle (3rd column of irrreg verbs) to ban> banned (double n) to forbid> forbidden to tell> told to put> put >the children don't decide anything, they have to obey the new rules. The subjects (Spanish, children, the box) DO NOT do anything, things are done to them. what about had been dug> aux have (past> had) + be in the past participle + past participle of dig > dug What tense ? : past perfect what voice ? : passive The action « had been dug » is prior to the other actions.	
		C : look at the words in red. What do you notice ?		
Homework		Si on n'a pas eu le temps de faire la production écrite sur la maîtresse de Maggie et Jessi, on peut donner ce travail. Sinon on peut demander 2 truths one lie about the story.		