

UNIT 3 : Abortion in the USA : Fiction and reality

LVA : To what extent are women free to control their own body in the USA today?

Why did the pro-choice advocates dress up as handmaids from the Handmaid's Tale in recent demonstrations ?

> Evaluation form + somm : CO

ETLV : What are the reasons for and the consequences of teenage pregnancies in the USA ?

> Tache finale : EE : Write a letter to an American friend who says she wants a baby with her boyfriend.



Séance	Support	Activités	Objectifs/ ST2S
<p>1. Abortion in the USA : a hot button issue</p> <p>Culture > abortion in the USA (roe v.wade) pro-life pro-choice</p>	<p>Fiche d'activité 1 (homework séance précédente)</p> <p>Image pro choice vs pro life</p> <p>Trailer de « Reversing Roe » https://www.youtube.com/watch?v=ihN7DR1Ce6g &t</p>	<p>Anticipation/ découverte du thème : la fiche aura été donnée en amont (cours précédent) avec recherche sur Roe v. Wade</p> <p>Anticipation sur le titre du documentaire : <u>hypothèse</u> : <i>some people want to change the law and limit/curtail abortion rights</i></p> <p>Anticipation sur une image « pro life » vs « pro choice » + imagine their arguments.</p> <p>1ere écoute : vérifier l'hypothèse</p> <p>2° ecoute (pauses): prendre en note les arguments pro life/ pro choice. Pair work</p> <p>3° écoute (pauses): vérif + complète</p> <p>Trace écrite : remplir chaque colonne</p>	<p>Méthodologie de la CO (hypothèse à valider, se concentrer sur les mots accentués et le contexte)</p> <p>Lexique : abortion/ abort/ pregnancy/ pregnant/ pro life / pro choice, choose/ a choice, protect the law, fight for women's rights, sin, for a living, illegal abortion, bully, make a decision,</p> <p>gramm : no woman should be judged, you should <u>control your own body</u>, women should have <u>the right to choose</u> + want to</p>
<p>2. ETLV Teenage pregnancy</p>	<p>Poster 1</p> <p>Poster 2 (4 en 1)</p>	<p>Poster : nature/ target/message/purpose avec l'exemple : travail collectif</p> <p>en groupe : chaque groupe de 4 personnes à 4 posters à décrire à la manière du premier. Répartition d'un poster pour chaque membre > travail individuel de description > travail collectif (aide entre élèves/ présentation à tour de rôle)</p> <p>mise en commun : chaque groupe participe à écrire un</p>	<p>Méthodologie de la description de document visuel. (nature/ target/message/purpose)</p> <p>Lexique : aim at (viser à) aim to (avoir l'intention de) prevent sb from __ing, target, to be more likely to...,</p> <p>gramm : before + after + ing</p>

<p>culturel> teen pregnancy in the USA (rates) NY campaign</p>		<p>paragraphe commun sur chacun des 4 posters. < Homework : be ready to describe and analyse the poster you were given. (write your analysis)</p>	
<p>3. Abortion clinic in danger</p>  <p>Culturel : pro life activists/ doctors in danger in Alabama</p>	<p>CO evaluation diagnostique/ formative 0,19-1,49 https://www.youtube.com/watch?v=VxDmXIhSeil</p>	<p>Anticipation sur le titre du document : en danger de quoi ? Quel mots est on susceptibles d'entendre ? 1^{er} visionnage ; sans son > situation d'énonciation (un reportage de VOA), 2 témoignages (escort, obgyn)) 3 visionnages/écoutes avec son + compte rendu en français : (se concentrer sur les mots clés/ accentués, reconnus, faire du sens avec les images)</p>	<p>Méthodologie de la CO (anticiper/ faire du sens avec les indices para linguistiques) Ne pas décrire les images mais s'appuyer dessus pour valider ce que l'on pense avoir entendu.</p>
<p>4. The Handmaid's Tale</p>  <p>Culturel : the tv series, the book (Atwood)</p>	<p>Posters : your body is no longer your own + we will bear no more</p> <p>Trailer : The Handmaid's Tale</p> <p>https://www.youtube.com/watch?v=dVLiDETFx1c</p>	<p>Anticipation sur les posters : tv series/ hulu/ red dress (robe/cloak)/ white hat (bonnet)/ a soldier> a repressive society> a dystopia, <i>hypothèse</i> : <i>people in this tv series live in an oppressive society</i> 1^{er} visionnage/écoute : on valide l'hypothèse> yes because soldiers, kidnapped, women must obey the leaders... 2^e visionnage/écoute (pauses) : what happened to the main character before ? > utilisation du passif. She was kidnapped, she was put in a room, her name was changed, 3^e (pauses) : complete and confirm. Trace écrite</p>	<p>Méthodologie de la CO (anticiper/ faire du sens avec les indices para linguistiques) Ne pas décrire les images mais s'appuyer dessus pour valider ce que l'on pense avoir entendu.</p> <p>Lexique : dystopia (literary genre), oppressive/repressive, red robes/ cloaks, white bonnets, a tv series, belong to, slave, to bear children (be pregnant), barren, wife/wives, no longer, their own</p> <p>Grammaire : le passif (au prétérit) She was kidnapped, she was put in a room, her name was changed,</p>
<p>5. Consequences of teen pregnancy</p>	<p>Fiche d'activité 2</p>	<p>Fin de la mise en commun et phrases (trace écrite) pour chaque poster Anticipation sur la CE : what consequences of teenage pregnancy did we see? (poverty, difficult to raise a child alone) Première lecture pour voir si on les retrouve dans le texte.</p>	<p>Méthode de la CE (savoir à quoi correspondent des chiffres)</p> <p>Lexique : drop-out rates, to graduate, school achievement, be incarcerated (imprisoned), unemployment/ unemployed (without a job)</p>

<p>Culturel : teen pregnancy (high school drop out...)</p>		<p>> yes and no, problems for the child mostly. Deuxième lecture : complete (what does 90 % and 50 % represent?) Troisième lecture : answer questions from activity sheet 2 Homework : (tache intermédiaire) invent a poster with a slogan for an awareness campaign on teen pregnancy.</p>	<p>Grammaire : l'utilisation de teen comme adjectif « teen mothers »</p>
<p>6. Abortion clinic in danger</p>	<p>Correction (script+ grille type bac)</p>	<p>Correction de la CO avec analyse de la grille et comparaison avec le script.</p>	
<p>7. Adolescent pregnancies</p> <p>Culturel : abstinence vs comprehensive education (Reagan/ Obama)</p>	<p>Fiche d'activité 3 : graph (figures/data 1940-2018) image : 2 forms of sex education video (3,00> 4,05) https://www.youtube.com/watch?v=Vcpep877u3M</p>	<p>Image : courbe à décrire et analyser questions > after 1945 : baby boom + women got married very young > roe v wade didn't change much because the pb is not really the access to abortion, but : religion, lack of information on sex education, > Obama was elected president image : anticipation 2 forms of sex education. What do you think about these 2 methods ? <i>Hypothèse : abstinence only sex ed doesn't work. This is why the USA has high rates of teen pregnancies.</i> Video extract : watch with pauses to take notes on numbers, facts and organize ideas. Trace écrite. Homework : remplir le tableau (avec des phrases) en bas de page pour anticiper sur le document écrit.</p>	<p>Méthodologie de la CO (anticiper/ faire du sens avec les indices para linguistiques) Ne pas décrire les images mais s'appuyer dessus pour valider ce que l'on pense avoir entendu. + méthodo de l'analyse de graphique</p> <p>Lexique : graph (figures, data...), per, to account for live births (miscarriage/ stillbirth...), to get married/ to marry, sex education, abstinence-only, comprehensive, fund, promote, less likely to (≠more likely to), require</p> <p>Grammaire : rappel du prétérit, prononciation du __ed</p>
<p>8. The Handmaids' protests</p>	<p>Picture</p>	<p>Image : description + analyse (lien avec la series)</p> <p>L'intérêt ici est de rencontrer les mots de la compréhension orale prévue en sommative avant de les entendre pour la 1ere fois en CO.</p>	<p>Méthodologie de la description d'image : description, utilisation du be+ing pour décrire des actions, analyse des symboles.</p> <p>Lexique : protest, in favour/against, law,</p>

 <p>Culturel : abortion laws in various states (such as Alabama) + Handmaid's Tale.</p>			<p>limit/curtail, to pass a law, protester(s), cloaks/robes , look like, a male-dominated society, be raped , bear children , barren, costume/ attire, politicians, make a point// express their opinion , hot-button// controversial.</p> <p>Grammaire : ___ing qui remplace which/who + verbe</p>
<p>9. CO sommative on Handmaids' protests in the usa</p>	<p>Video : https://www.youtube.com/watch?v=ySslUJlicOc</p>	<p>Co sommative</p>	
<p>10. Adolescent pregnancies (causes and consequences)</p>	<p>Fiche d'activité 3 (2^e page)</p>	<p>Réactivation : reprendre le tableau des suppositions. What are the causes (poverty, lack of sex education, lack of contraception) / consequences on the health (both teen and baby's health) (bad health, death, underfed) / social and economic consequences of teen pregnancies (poverty, unemployment, drop out of school) ?</p> <p>3 groups : read 1 paragraph per group. -Read to find the common ideas with our suppositions. Check with another member of your group. - underline the words which answer each question/title Check with another member of your group. - write a sentence in your own words to explain one cause/ consequence of teen pregnancy and be ready to explain it to 2 other people. Check with another member of your group that your sentence is clear and understandable Make 8 groups of 3 (24)</p>	<p>Méthodologie de la CE : anticipation/ hypothèses/ validation des hypothèses/ lecture en scannant pour les mots connus, reconnus, transparents/ lier des idées entre elles pour faire sens et deviner le sens de mots inconnus en contexte/ travailler en pair pour confronter ses idées à d'autres. (aider et se faire aider)</p> <p>Lexique : have access to education, less jobs// unemployment , value motherhood, be at risk , eclampsia, unsafe, contribute to, death, premature, be heavy enough, <u>Rapid repeat pregnancy</u>, unmarried, mistreated, prevent sb from _ng, graduate high school , go to college.</p> <p>Grammaire : more likely to/ less likely to</p>

		Each of you share one idea in each paragraph. Mise en commun : trace écrite (tous participant)	more than (comparatif sans adjectif)
11. Tache finale : Write a letter to your American friend who is 17 and says she wants a baby with her boyfriend.		Expression écrite : use the vocabulary from both lessons (lva + etlv) grammaire : should/ want to, want sb to / before+after + _ing/more likely/ less likely / more than	

Séance 1 : Pro choice vs Pro life

In the USA, pro choice are people who want women to be free to **choose** to **abort** or not
Pro life are people who think that life begins at conception.

It's the trailer of a documentary on Netflix> which deals with abortion/ dealing with abortion.
Some people **want to** stop abortion/ to reverse Roe v. Wade
Others **want to** protect the law and **to** fight for women's rights/ choices.

WANT+ TO+ verb> vouloir + verbe

Want + **somebody** + verb> vouloir que **quelqu'un** fasse quelque chose (Some people want **the government** to stop abortion)

PRO LIFE:

Abortion is **a sin**. It is wrong

Abortionists (doctors who abort women) kill people for a living (it's their job).

Abortion kills babies

When **abortion clinics** close, babies are saved.

PRO CHOICE

The basis of democracy is **to control your own body**.

No woman **should be judged** because these decisions are never easy.

Pregnancies are not beautiful for everyone

Don't make it more difficult for women and drive them back to **illegal abortion**.

Who gets **to make the decision**? Women or the government?

You **should** control your own body, women **should** have the right to choose

Séance 2 : Teen pregnancy

This is an awareness campaign poster which **is aimed at** teenagers between 13 and 19 and which **aims to** encourage them **not to** have babies **before** finishing school, **before** getting a job and having a steady relationship.

is aimed at+ sb: viser (qqn)

aim to: avoir l'intention de

ne pas + verbe: not to + verb

Before/ after> suivi du verbe **en ING**

Picture 1: It aims to warn teenagers about the cost of a baby. Its goal is to raise awareness on the poverty of pregnant teens

Picture 2: It aims to warn teenage boys about the cost of child support. Its goal is for boys to use a condom// not to have unprotected intercourse/sex.

Picture 3: It aims teenage girls. The message is that teenage relationships don't last forever and it's not easy to raise a child alone/on your own/ by yourself

Picture 4: Children of teenage parents are more likely not to graduate. They are more likely to become unemployed.

Séance 4 : The Handmaid's Tale

There's a tv series called The Handmaid's Tale on Hulu. It tells the story of Offred who is a handmaid (of+ fred= she belongs to Fred, she is his property, like a slave) . Her name was changed by the government. She was kidnapped by soldiers. She was put in a room with other handmaids. They are wearing red robes and white bonnets. Handmaids must//have to bear children(// become pregnant) for the leaders and their barren wives. It's a dystopia. Their bodies are no longer their own.

Séance 7 : Abstinence-only vs Comprehensive Sex Education.

From 1981 to 2010, the government only funded/ gave money to abstinence-only sex education programs in the school curriculum.

But abstinence **didn't** work because teens still **had** sex and the states which promoted abstinence **had** the highest rates of teen pregnancies.

It is proved that comprehensive sex education (CSE), that teaches about contraception, is more efficient. Kids who receive CSE are 60 % less likely to get pregnant. In 2010, Obama **decided** to fund CSE instead of abstinence programs but only 18 states require students to receive CSE.

Séance 8 : The handmaids' protests

This photo is about a protest in favour of abortion. It takes place in front of the Alabama State House where a law **limiting/curtailing** the right for

abortion has been passed. The protesters are women wearing red cloaks/robes and white bonnets to look like handmaids from the tv series *The Handmaid's Tale* which denounces a male-dominated society in which women are raped to get pregnant/ bear children for the leaders and their barren wives. Their costumes/ attires symbolise the oppression of men. In Alabama, they want to denounce the oppression of politicians who want to control their bodies. They want to make a point on this controversial / hot-button issue.

Séance 9 : Causes and consequences of teenage pregnancies

Causes : Teenagers are more likely to get pregnant in poor families, in environment where they don't have access to education and where there are less jobs.

Some societies consider girls need to marry and bear children at a young age. They value motherhood more than professional success

Some teenage girls get pregnant after being raped.

Health consequences : Teenage mothers are more at risk than older mothers. They are more likely to have eclampsia or infections.

Unsafe/illegal abortions contribute to the teenager's death or health problems.

When a teenage has a baby, the babies are more likely to be premature or have health problems and less likely to be heavy enough.

Rapid repeat pregnancy is dangerous for a teenage girl : that is to say having many babies one after the other.

Social and economic consequences : Unmarried teenage girls are more likely to be rejected by other teenagers or be mistreated by their boyfriend or parents.

Teenage girls are more likely to choose a violent partner. They are less likely to find a gentle and caring partner.

They are more likely to drop out of school which will prevent them from finding a job afterwards. They are less likely to graduate high school or go to college.