

The Purpose of Going to School :Looking Beyond the book

Thémathique 1- savoirs création, innovation, Axe 1: production et circulation des savoirs
 “Education’s purpose is to replace an empty mind with an open one.” —Malcolm Forbes

To what extent is education purpose to challenge norms?

At the end of the Unit, I will

What documents will be used ?

1- Fitting in

1a- Racial issues

1a1- Jim Crow Laws : texte à trou pour expliquer le contexte

1a2 - Brown vs board of education : A More or Less Perfect Union, vidéo A Personal Exploration by Judge Douglas Ginsburg, <https://www.pbslearningmedia.org/>

1b- Confronting your pairs

1b1- introducing Robert Billings, *The Wave*, Todd Strasser, 1981, chapter 2

1b2- Talk strange, *The Wave*, Todd Strasser, 1981, chapter 3

1b3- Belonging, *The Wave*, Todd Strasser, 1981, chapter 8

1b4- Arriving in a new school, D'après *The Absolute Diary of a Half-Time Indian*, Sherman Alexie, 2007

1b5- Trying to understand the rules, D'après *The Absolute Diary of a Half-Time Indian*, Sherman Alexie, 2007

1c- Social gap issues

1c1- *The hate you give*, Angie Thomas, chapter 5; 2018

1c2- *The Freedom Writers Diary*, with Eryn Gruwell, 1999, entry

2- A group dynamique

2a – The dark Continent, Leonard Kibera, *African Short Stories*, “*The Spider’s Web*”, 1985

2b - surf school in SA (CO)

3- A mean for equality

3a- Do we need a school uniform?- Rhiannon Lucy Cosslett, *The Guardian*, Sept 5th, 2020

3b- School of the air- Australian history (vidéo)

3c1- affirmative action explained: a definition by Investopedia

3c2- affirmative action illustrated, www.aapf.org

3c3- Social Inequalities Explained in a \$100 Race

4- A mean to raise awareness

4a1 - Ron DeSantis’ academic restrictions show he hopes to change history by censoring it, [Francine Prose](#), Thu 9 Feb 2023 12.00 *The Guardian*

4a2- Letter From Barack Obama, former president to the Librarians of America, July 17, 2023

4b- The Freedom Riders, extract from *The Freedom writers Diary*, with Eryn Gruwell, 1999, partVI, entry 1975

	<p>5- Some outcoming challenges 5a- Supreme Court rules against affirmative action in college admissions, video by MSNBC 5b- Schooling and digital device, Natalie Wexler, <i>The MIT Technology Review</i>, December 19th, 2019 (Manuel Let's meet up AMC, éditions hatier) 5c- introducing gap years, <i>an activity of the British Council</i></p> <p>6- Forgetful Institutions 6a- Provo School website cover page, https://provocanyon.com/, July 2024 5b-illustration of Trapped in treatment, podcast from Paris Hilton, iHeart True Crime 5c- Paris Hilton is Taking On the Troubled-Teen Industry, Samantha Leach, <i>Bustle.com</i>, April 30th, 2024 5d- The Program: Cons, Cults and Kidnapping, Official trailer,<i>Netflix</i>, Katherine Kubler, Janja Lalich, Maia Slazavitch2024</p>
What will I learn about ?	How education is not only about acquiring knowledge but covers a lot of different fields
Final Task	You will propose a 5 minutes podcast about an issue raised by the educational topic

1- You will need to register your podcast in class on D-Day: make sure to bring whatever mic, phone, computers you might need to this purpose

2- Your podcast will need to last from 3 to 5 minutes

3- You will have to pick among the different topics here after, give a title to your podcast, raise an issue and answer it by giving your opinion:

a- Learning Adventures: Explore different learning journeys about experiences, overcoming challenges and achieving success in educational pursuits.

b- The Future of Education: Discuss emerging trends, innovations, and challenges in the education sector such as online learning, personalized education, gamification, and the impact of technology on classrooms.

c- Literary Explorations: Dive into the world of literature by discussing the place of books in education: classic books, contemporary novels, poetry, and literary analysis. You can also feature recommendations for young readers.

d- Life Skills and Personal Development: Discuss personal development strategies on essential life skills such as communication, time management, critical thinking, and emotional intelligence

e- Mindfulness and Mental Health: Focus on mental well-being, stress management, and mindfulness techniques in schools, discuss coping strategies, and tips for maintaining a healthy work-life balance, especially for high school students.

f- Global Perspectives: Explore different cultures, traditions, and world events. Discuss how school may help thinking about global issues, social justice, environmental conservation, and the importance of cultural understanding in today's interconnected world.

4- Remember, the key to a successful podcast is passion, engaging storytelling, and genuine interest in the topics you're discussing. Choose a topic that resonates with you and make sure to have some arguments to develop it.

Dst : confinement et uniform

The purpose of going to school								
You will propose a 5 minutes podcast about an issue raised by the educational topic								
	Qualité du contenu	Pt score	Expression orale en continu	Pt score	Correction de la langue orale	Pt score	Richesse de la langue	Pt score
C2	j'ai rendu de fines nuances de sens en rapport avec le sujet	30	j'ai rendu de fines nuances de sens en rapport avec le sujet	30	J'ai utilisé avec une bonne maîtrise tout l'éventail des traits phonologiques de la langue cible , de façon à être toujours intelligible	30	J'ai employé de manière pertinente un vaste répertoire lexical incluant des expressions idiomatiques, des nuances de formulation et des structures variées	30
		25		25		25		25
C1	J'ai traité le sujet et produit un oral fluide et convaincant, étayé par des éléments (inter)culturels pertinents, et pas simplement des éléments du cours. Les idées ont été développées de façon constructive et logique	20	j'ai développé une argumentation complexe , fondée sur des aspects (inter)culturels, de manière synthétique et fluide tout en m'assurant de sa bonne réception.. J'ai parlé plus de 5 minutes, mon podcast était fluide et respecté les codes du podcast. J'ai utilisé mes notes en soutien et non en support	20	J'ai utilisé avec une assez bonne maîtrise tout l'éventail des traits phonologiques de la langue cible , de façon à être toujours intelligible. Les rares erreurs de langue ne donnent pas lieu à des malentendus.	20	J'ai employé de manière pertinente un vaste répertoire lexical incluant des expressions idiomatiques, des nuances de formulation et des structures variées.	20
		15		15		15		15
		12		12		12		12
B2	J'ai traité le sujet de façon claire, détaillée et globalement efficace , J'ai exploité plusieurs aspects j'ai développé mon sujet de façon approfondi l'exposée des idées étaient claires.	10	 J'ai développé un point de vue pertinent et étayé, y compris par des reformulations qui ne rompent pas le fil du discours. J'ai parlé pendant plus de trois minutes, en utilisant mes notes en soutien et non en support. J'ai	10	 Mon accent subit l'influence d'autres langues mais n'entrave pas l'intelligibilité. Mes erreurs de langue ne donnent pas lieu à malentendu.	10	J'ai produit un discours et des énoncés assez fluides, l'étendue de min lexique est suffisante pour permettre précision et variété des formulations.	10
		8		8		8		8
		6		6		6		6

Ma problématique était très intéressante.		su intéresser mon auditeur					
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<p>B1</p> <p>B1- / A2 +</p>	<p>Mon discours était structuré, j'ai utilisé des éléments du cours. Je maîtrise mon sujet, j'ai développé mes idées. Mais c'était parfois difficile de suivre J'ai essayé de construire mon discours, d'avoir une logique. J'ai essayé de construire une problématique</p>	<p>5</p> <p>4</p>	<p>j'ai exposé un point de vue de manière simple, j'ai beaucoup utilisé mes notes mais sans les lire de façon continue. J'ai parlé pendant environ trois minutes. J'ai parlé pendant environ trois minutes. Je n'a pas toujours su intéresser mon interlocuteur.</p>	<p>5</p> <p>4</p>	<p>Je m'exprime de manière intelligible malgré l'influence d'autres langues. J'ai une bonne maîtrise des structures simples.</p>	<p>5</p> <p>4</p>	<p>J'ai produit un discours et des énoncés dont l'étendue lexicale relative nécessite l'usage de périphrases et répétitions.</p>	<p>5</p> <p>4</p>
<p>A2</p>	<p>Mon discours était bref et les éléments en sont juxtaposés.. J'ai peu utilisé les éléments du cours. J'étais un peu trop éloigné du sujet. J'ai peu utilisé les éléments du cours. Je n'ai répondu à aucune problématique.</p>	<p>3</p>	<p>j'ai exprimé un avis en termes simples. J'ai parlé pendant moins de deux minutes. J'ai lu mes notes</p>	<p>3</p>	<p>Je m'exprime de manière suffisamment claire pour être compris, mais la compréhension requiert un effort de mes interlocuteurs.</p>	<p>3</p>	<p>J'ai produit un discours et des énoncés dont les mots sont adaptés à l'intention de communication, en dépit d'un répertoire lexical limité.</p>	<p>3</p>
<p>A1</p>	<p>j'ai exprimé un avis en termes très simples.</p>	<p>1</p>	<p>Mes énoncés sont ponctués de pauses, d'hésitations et de faux démarrages.</p>	<p>1</p>	<p>J'ai utilisé un répertoire très limité d'expressions et de mots mémorisés de façon compréhensible.</p>	<p>1</p>	<p>J'ai produit des énoncés intelligibles malgré un lexique très limité.</p>	<p>1</p>

Fitting in

1a Racial issues

1a1- Jim Crow Laws : texte à trou pour expliquer le contexte

1a2 - Brown vs board of education : A More or Less Perfect Union, vidéo A Personal Exploration by Judge Douglas Ginsburg, <https://www.pbslearningmedia.org/>

<https://www.pbslearningmedia.org/resource/brown-vs-board-of-education-video/a-more-or-less-perfect-union/>

CO : prise de note / recoupage

Brown vs. Board of Education | A More or Less Perfect Union Discussion Questions

Comprehension Questions

- Where did Thurgood Marshall grow up?
- What school did Thurgood Marshall want to get into? Why didn't he try to go to that school?
- Which Chief Justice wrote the landmark Brown v. Board of Education judgement?
- What happened as a result of Brown v. Board of Education?
- Why did Thurgood Marshall think it was important to have a written constitution?
- What Court case did Brown v. Board of Education overturn?

Critical Thinking Questions

- Was it important that this case be a unanimous decision?
- Judge Sears says that Brown v. Board drastically impacted how her life and career have played out. How has affected your life?
- Do you agree or disagree with the Court's decision? Why or why not?
- Can forced separation ever be equal? Why or why not?

1b1- 1b3- *The Wave*, Todds Strasser, 1981, chapter 2, 3 and 8,

travail sur les 3 textes en // pour montrer l'avancée de l'acceptation

lecture et mindmapping

on mélange les mind map et passage au tableau en ayant le mindmap de qqun d'autre pour expliquer de quel texte il s'agit et de quoi il s'agit

recap écrite autour des étapes clés: from alian to part of the group

1c-Sherman alexis:

travail sur la photo, supposition autour du texte puis textes

1c1 et 1c2

contraste entre les attendus et ce qui se passe,

le fait que bully devient bullyer

1d- the hate you give

travail sur les deux Starr

imaginer le dialogue entre les 2 personnes- justification des raisons pour lequel on doit se défendre

passage en impro?

1e- freedom writers:

découverte de sa classe par Eryun, the teacher

écriture du point de vu d'un élève (se référer au film pour ceux l'ayant vu)

2-a group dynamique

2a – The dark Continent, Leonard Kibera, *African Short Stories*, “The Spider's Web”, 1985:
travail sur les différents personnages: the teacher, the supervisor, the pupils

2b - surf school in SA (CO)**2-a group dynamique : CO classique**

3- a mean for equality ?

3a- 3a- Do we need a school uniform?- Rhiannon Lucy Cosslett, *The Guardian*, Sept 5th, 2020
debate in favor or against
argument et mise en place en 4 x4

3b- **School of the Air in** Australia :

<https://www.youtube.com/watch?v=5WKlknzRcUU>

<https://www.youtube.com/watch?v=oJpqMFIFnbQ>

<https://www.abc.net.au/btn/classroom/school-of-the-air/10531692>

school of the air australia history - Recherche Google

<https://x.com/TheTodayShow/status/1396254946958487555?s=20>

prise de note et présentation. Same project elsewhere: imaginer le programme : pour qui, pour quoi?

3c1- affirmative action – USA: a definition

3c2- affirmative action – explained

3c3- **Social Inequalities Explained in a \$100 Race**

<https://www.youtube.com/watch?v=4K5fbQ1-zps>

travail sur les documents: mise en // des différents éléments, explication affirmative action

4- a mean to raise awareness

4a - banned books

4b- freedom writers: extrait sur les freedom riders

4c- access to culture

4d- promoting equality

5- the outcoming challenges

5a- Supreme Court rules against affirmative action in college admissions, video by MSNBC

<https://www.youtube.com/watch?v=jqabTvdPxDU>

<https://www.youtube.com/watch?v=MMCoZ7mqidY>

5b- gap year

6- Forgetful Institutions

6a- Provo School website cover page, <https://provocanyon.com/>, July 2024:

Travail sur le document: impression, descriptif, signification

5b-illustration of Trapped in treatment, podcast from Paris Hilton, iHeart True Crime
mise en parallèle avec le document précédent: qui est-ce? Que dit-elle? Dans quel but?

5c- Paris Hilton is Taking On the Troubled-Teen Industry, Samantha Leach, *Bustle.com*, April 30th, 2024

travail sur le texte, repérage de l'importance du podcast, pouvoir donner

5d- *The Program: Cons, Cults and Kidnapping*, Official trailer, *Netflix*, Katherine Kubler, Janja Lalich, Maia Slazavitch 2024

réaction sur le movie trailer

Dst : p 19 du manuel

cartoon affirmative action

DOCUMENTS:

Fitting in

1a1- Jim Crow Laws : texte à trou pour expliquer le contexte

shops - Jim Crow Laws - southern states - were separated- schools - were given -

From the 1870s through the 1950s, the enforced the legal principle of "separate but equals" in the United States of America.

That's why black people were segregated: they from white people in public facilities, and transportation. Blacks less opportunities, inferior facilities and had only access to underfunded and libraries.

This was particularly true in the

1a2 - Brown vs board of education

travail sur la vidéo: information puis questions

<https://www.pbslearningmedia.org/resource/brown-vs-board-of-education-video/a-more-or-less-perfect-union/>

Brown vs. Board of Education | A More or Less Perfect Union

Discussion Questions

Comprehension Questions

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- Can forced separation ever be equal? Why or why not?

1b1- Introducing Robert Billings

Robert Billings was trying to sneak past Ben's desk.

"Robert," Ben said. "Wait a minute."

The boy froze, but could not look his teacher in the eye.

"Are you getting enough sleep at home?" Ben asked.

Robert nodded dumbly.

Ben sighed. All semester he had been trying to get through to this boy. He couldn't stand seeing him picked on by the other students and it dismayed him that Robert didn't at least try to participate in class. "Robert," his teacher said sternly, "if you don't start participating in this class I will have to fail you. You'll never graduate at this rate."

Robert glanced at his teacher and then looked away again.

"Don't you have anything to say?" Ben asked.

Robert shrugged. "I don't care," he said.

"What do you mean you don't care?" Ben asked.

Robert took a few steps toward the door. Ben could see that he was uncomfortable about being questioned. "Robert?"

Robert had been an all-conference pitcher in high school and was now in the Baltimore Orioles farm system while he studied medicine in the off-season. In school he'd been a straight-A student who excelled at everything he did. The kind of guy even Ben had despised in high school.

Seeing that he could never compete with his brother's achievements, Robert had apparently decided it was better not even to try.

"Listen, Robert," Ben said, "no one expects you to be another Jeff Billings."

Robert glanced quickly at Ben and then started chewing nervously on his thumbnail.

"All we're asking is that you try," Ben said.

"I have to go," Robert said, looking down at the floor.

"I don't even care about sports, Robert," Ben said. But the boy had already begun to move slowly toward the door.

1b2- Talk about strange

David Collins was sitting in the outdoor courtyard next to the cafeteria. He had already wolfed down half his lunch by the time Laurie arrived, and he was beginning to feel like a normal human being again. He watched Laurie put her tray down next to his and then noticed that Robert Billings was also headed for the courtyard.

“Hey, look,” David whispered as Laurie sat down. They watched as Robert stepped out of the cafeteria carrying a tray, looking for a place to eat. True to form, he had already started eating and stood in the doorway with half a hot dog sticking out of his mouth.

There were two girls from Mr. Ross’s history class sitting at the table Robert chose. As Robert set his tray down, they both stood up and took their trays to another table. Robert pretended he hadn’t noticed.

David shook his head. “Gordon High’s very own Untouchable,” he mumbled.

“Do you think there’s something really wrong with him?” Laurie asked.

David shrugged. “I don’t know. He’s been pretty strange for as long as I can remember. Then again, if people treated me like that, I’d probably be pretty strange too. It’s just weird that he and his brother could come from the same family.”

“Did I ever tell you that my mother knows his mother?” Laurie asked.

“His mother ever talk about him?” David asked.

“No. Except I think she told me once that they had him tested and he really does have a normal I.Q. He’s not really dumb or anything.”

“Just weird,” David said and went back to eating his lunch. But Laurie only picked at hers. She seemed preoccupied.

“What is it?” David asked.

“That film, David,” Laurie answered. “It really bothers me. Doesn’t it bother you?”

[...]

“Talk about strange,” Brian whispered, nodding toward Robert Billings.

They all looked. Robert was sitting alone at his table, engrossed in a Spider-Man comic book. His lips moved as he read and there was a red streak of cat-sup on his chin.

“You see him sleep through the whole movie?” Brian asked.

1b3- Belonging

At lunch that day all The Wave members who were in the cafeteria sat at a single long table. Brian, Brad, Amy, Laurie, and David were there. At first Robert Billings seemed tentative about joining them, but when David saw him he insisted he sit at the table, telling him they were all part of The Wave now.

Most of the kids were raving about what was going on in Mr. Ross's class, and Laurie really had no reason to argue with them. But still she felt odd—all that saluting and chanting. Finally, during a pause in the conversation, she said, "Does anyone feel kind of strange about this?"

David turned to her. "What do you mean?"

"I don't know," Laurie said. "But doesn't it feel a little weird?"

"It's just so different," Amy told her. "That's why it feels weird."

"Yeah," Brad said. "It's like there's no in-crowd anymore. Man, the thing that bugs me the most about school sometimes is all these little cliques. I'm tired of feeling like every day's a big popularity contest. That's what's so great about The Wave. You don't have to worry about how popular you are. We're all equal. We're all part of the same community."

"Do you think everyone likes that?" Laurie asked.

"Do you know anyone who doesn't?" David asked.

"Forget what?" Laurie asked.

"You know," Brian said. "What Mr. Ross said about reporting anyone who breaks the rules."

Laurie was shocked. Brian really couldn't be serious, could he? Now Brian started to grin, and she relaxed.

"Besides," David said. "Laurie isn't breaking any rule."

"If she was really against The Wave she would be," Robert said.

The rest of the table became silent, surprised that Robert had said anything. Some of them weren't even used to hearing his voice, he usually said so little.

"What I mean is," Robert said nervously, "the whole idea of The Wave is that the people in it have to support it. If we're really a community, we all have to agree."

Laurie was about to say something, but she stopped herself. It was The Wave that had given Robert the courage to sit at the table with them and to join in the conversation. If she argued against The Wave now, she would really be implying that Robert should go sit by himself again and not be part of their "community."

Brad patted Robert on his back. "Hey, I'm glad you joined us," he said.

Robert blushed and then turned to David. "Did he stick anything on my back?" he asked. Everyone at the table laughed.

1c1- Arriving in a new school

So, feeling worthless and stupid, I just waited. And pretty soon, a janitor opened the front door and all of the other kids strolled inside. (...)

"Okay," I said to myself. "Here I go."

I walked into the school, made my way to the front office, and told them who I was.

"Oh, you're the one from the reservation," the secretary said.

"Yeah," I said. I couldn't tell if she thought the reservation was a good or bad thing?

"My name is Melinda," she said. "Welcome to Reardan High School. Here's your schedule, a copy of the school constitution and moral code, and a temporary student ID. We've got you assigned to Mr. Grant for homeroom. You better hustle on down there. You're late."

"All, where is that?" I asked.

"We've only got one hallway here," she said and smiled. "It's all the way down on the left."

I shoved the paperwork into my backpack and hustled down to my homeroom. I paused a second at the door and then walked inside.

Everybody, all of the students and the teacher, stopped to stare at me. They stared hard. Like I was bad weather.

"Take your seat," the teacher said.

He was a muscular guy. I walked down the aisle and sat in the back row and tried pore all the stares and whispers, until a blond girl leaned toward me. Penelope!

"What's your name?" Penelope asked.

"Junior," I said.

She laughed and told her girlfriend at the next desk that my name was Junior. They both laughed.

Word spread around the room and pretty soon everybody was laughing. They were laughing at my name. I had no idea that Junior was a weird name. It's a common name on my rez, on any rez.

You walk into any trading post any rez in the United States and shout, "Hey, Junior!" and seventeen guys will turn around. And three women. But there were no other people named Junior in Reardan, so I was being laughed at because I was the only one who had that silly name. And then I felt smaller because the teacher was taking roll and he called out my name name.

"Arnold Spirit," the teacher said.

No, he yelled it. He was so big and muscular that his whisper was probably a scream.

"Here," I said as quietly as possible. My whisper was only a whisper.

"Speak up," the teacher said.

"Here," I said.

"My name is Mr. Grant," he said.

"I'm here, Mr. Grant."

He moved on to other students, but Penelope leaned over toward me again, but she wasn't laughing at all. She was mad now.

"I thought you said your name was Junior," Penelope said.

She accused me of telling her my real name. Well, okay, it wasn't completely my real name. My full name is Arnold Spirit Jr. But nobody calls me that. Everybody calls me Junior. Well, every other Indian calls me Junior.

"My name is Junior," I said. "And my name is Arnold. It's Junior and Arnold. I'm both."

I felt like two different people inside of one body. No, I felt like a magician slicing myself in half, with Junior living on the north side of the Spokane River and Arnold living on the south.

1c2- Trying to understand the rules

Man, I was freaked. I didn't say another word for six days.(...) Well, let's get something straight. All of those pretty, pretty, pretty, pretty white girls ignored me. But that was okay. Indian girls ignored me, too, so I was used to it. And let's face it, most of the white boys ignored me, too. But there were a few of those Reardan boys, the big jocks, who paid special attention to me. None of those guys punched me or got violent. After all, I was a reservation Indian, and no matter how geeky and weak I appeared to be, I was still a potential killer. So mostly they called me names. Lots of names. And yeah, those were bad enough names. But I could handle them, especially when some huge monster boy was insulting me. But I knew I'd have to put a stop to it eventually or I'd always be known as "Chief" or "Tonto" or "Squaw Boy."

But I was scared. I wasn't scared of fistfighting with those boys. I'd been in plenty of fights. And I wasn't scared of losing fights with them, either. I'd lost most every fight I'd been in. I was afraid those monsters were going to kill me. And I don't mean "kill" as in "metaphor." I mean "kill" as in "beat me to death."

So, weak and poor and scared, I let them call me names while I tried to figure out what to do. And it might have continued that way if Roger the Giant hadn't taken it too far. Roger the Giant and his gang of giants strutted over to me.

"Hey, Chief," Roger said. It seemed like he was seven feet tall and three hundred pounds. He was a farm boy who carried squealing pigs around like they were already thin slices of bacon. I stared at Roger and tried to look tough. I read once that you can scare away a charging bear if you wave your arms and look big. But I figured I'd just look like a terrified idiot having an arm seizure.

"Hey, Chief," Roger said. "You want to hear a joke?"

"Sure," I said

"Did you know that Indians are living proof that niggers fuck buffalo?"

I felt like Roger had kicked me in the face. That was the most racist thing I'd ever heard in my life. Roger and his friends were laughing like crazy. I hated them. And I knew I had to do something big. I couldn't let them get away with that shit. I wasn't just defending myself. I was defending Indians, black people, and buffalo. So I punched Roger in the face. He wasn't laughing when he landed on his ass. And he wasn't laughing when his nose bled like red fireworks. I struck some fake karate pose because I figured Roger's gang was going to attack me for bloodying their leader. But they just stared at me. They were shocked.

"You punched me," Roger said. His voice was thick with blood. "I can't believe you punched me." He sounded insulted. He sounded like his poor little feelings had been hurt. I couldn't believe it. He acted like he was the one who'd been wronged.

"You're an animal," he said.

I felt brave all of a sudden. Yeah, maybe it was just a stupid and immature school yard fight. Or maybe it was the most important moment of my life. Maybe I was telling the world that I was no longer a human target.

"You're crazy," Roger said.

He got to his feet and walked away. His gang stared at me like I was a serial killer, and then they followed their leader. I was absolutely confused. I had followed the rules of fighting. I had behaved exactly the way I was supposed to behave. But these white boys had ignored the rules. In fact, they followed a whole other set of mysterious rules where people apparently DID NOT GET INTO FISTFIGHTS.

"Wait," I called after Roger.

"What do you want?" Roger asked.

"What are the rules?"

"What rules?"

I didn't know what to say, so I just stood there red and mute like a stop sign. Roger and his friends disappeared. I felt like somebody had shoved me into a rocket ship and blasted me to a new planet. I was a freaky alien and there was absolutely no way to get home.

D'après *The Absolute Diary of a Half-Time Indian*, Sherman Alexie, 2007

Id- the hate you give

1c1- Back to school

Starr has witness a white policeman killing her best friend during a police check up for mistaking a brush for gun. She goes back to her school which is located in a wealthy white environment.

Daddy pulls me into a hug. "You gon' be a'ight?"

I nod into his chest. "Yeah." I could stay like this all day—it's one of the few places where **OneFifteen** doesn't exist and where I can forget about talking to detectives—but Momma says we need to leave before rush hour.

It takes forty-five minutes to get to school on a good day, and an hour on a slow one. We get off the freeway into Riverton Hills and pass all these gated neighborhoods. Uncle Carlos lives in one of them. To me, it's so weird to have a gate around a neighborhood. Seriously, are they trying to keep people out or keep people in? If somebody puts a gate around **Garden Heights**, it'll be a little bit of both.

Our school is gated too, and the campus has new, modern buildings with lots of windows and marigolds blooming along the walkways.

Momma gets in the carpool lane for the lower school. "Sekani, you remembered your Ipad? Lunch card? Gym shorts? And you better have gotten the clean ones too."

"Yes, Momma. I'm almost nine. Can't you give me a little credit?"

She smiles. "All right, big man. Think you can give me some sugar?"

Sekani leans over the front seat and kisses her cheek.

"Love you."

"Love you too. Okay. Call me if you don't think you can make it the whole day at school."

"Why are you making me come in the first place?"

"Cause you need to get out the house. Out that neighborhood. I want you to at least try, Starr. This will sound mean, but just because Khalil's not living doesn't mean you stop living. You understand, baby?"

"Yeah." I know she's right, but it feels wrong. I get out the car.

For at least seven hours I don't have to talk about OneFifteen. I don't have to think about Khalil. I just have to be normal Starr at normal Williamson and have a normal day. That means flipping the switch in my brain so I'm Williamson Starr. Williamson Starr doesn't use slang—if a rapper would say it, she doesn't say it, even if her white friends do. Slang makes them cool. Slang makes her "hood." Williamson Starr holds her tongue when people piss her off so nobody will think she's the "angry black girl." Williamson Starr is approachable. No stank-eyes, side-eyes, none of that. Williamson Starr is nonconfrontational. Basically, Williamson Starr doesn't give anyone a reason to call her ghetto

I can't stand myself for doing it, but I do it anyway. I sling my backpack over my shoulder. As usual it matches my J's, the blue-and-black Elevens like Jordan wore in Space Jam. I worked at the store a month to buy them. I hate dressing like everybody else, but The Fresh Prince taught me something. See, Will always wore his school uniform jacket inside out so he could be different. I can't wear my uniform inside out, but I can make sure my sneakers are always dope and my backpack always matches them. I go inside and scan the atrium for Maya, Hailey, or Chris. I don't see them, but I see that half the kids have tans from spring break. Luckily I was born with one.

The Hate You Give, Angie Thomas, chapter 5; 2018

One fifteen is the name of the policeman who shut Starr's best friend, Khalil.
Garden Heights is the area where Starr lives, a poor black neighbourhood.

1e- The Freedom Writers Diary, with Eryn Gruwell, 1999, entry 1

Entry 1 • Ms. Gruwell

Dear Diary,

Tomorrow morning, my journey as an English teacher officially begins. Since first impressions are so important, I wonder what my students will think about me. Will they think I'm out of touch or too preppy? Or worse yet, that I'm too young to be taken seriously? Maybe I'll have them write a journal entry describing what their expectations are of me and the class.

Even though I spent last year as a student teacher at Wilson High School, I'm still learning my way around the city. Long Beach is so different than the gated community I grew up in. Thanks to MTV dubbing Long Beach as the "gangsta-rap capital" with its depiction of guns and graffiti, my friends have a warped perception of the city, or L B C as the rappers refer to it. . . . from the shore sit next to poor kids from the projects . . . there's every race, religion, and culture within the confines of the quad. But since the Rodney King riots, racial tension has spilled over into the school.

Due to busing and an outbreak in gang activity, Wilson's traditional white, upper-class demographics have changed radically. African Americans, Latinos, and Asians now make up the majority of the student body.

As a student teacher last year, I was pretty naïve. I wanted to see past color and culture, but I was immediately confronted by it when the first bell rang and a student named Sharaud sauntered in bouncing a basketball. He was a junior, a disciplinary transfer from Wilson's crosstown rival, and his reputation preceded him. Word was that he had threatened his previous English teacher with a gun (which I later found out was only a plastic water gun, but it had all the makings of a dramatic showdown). In those first few minutes, he made it brutally clear that he hated Wilson, he hated English, and he hated me. His sole purpose was to make his "preppy" student teacher cry. Little did he know that within a month, he'd be the one crying.

Sharaud became the butt of a bad joke. A classmate got tired of Sharaud's antics and drew a racial caricature of him with huge, exaggerated lips. As the drawing made its way around the class, the other students laughed hysterically. When Sharaud saw it, he looked as if he was going to cry. For the first time, his tough façade began to crack.

When I got a hold of the picture, I went ballistic. “This is the type of propaganda that the Nazis used during the Holocaust,” I yelled. When a student timidly asked me, “What’s the Holocaust?” I was shocked.

I asked, “How many of you have heard of the Holocaust?” Not a single person raised his hand. Then I asked, “How many of you have been shot at?” Nearly every hand went up.

affirmative action explained



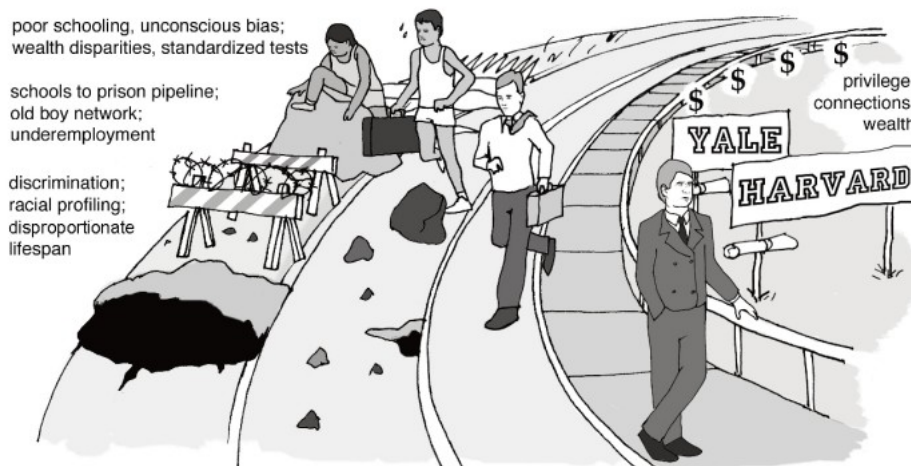
Affirmative Action

[ə-ˈfər-mə-tiv ˈak-shən]

A policy aimed at increasing workplace and educational opportunities for people who are underrepresented in various areas of society.

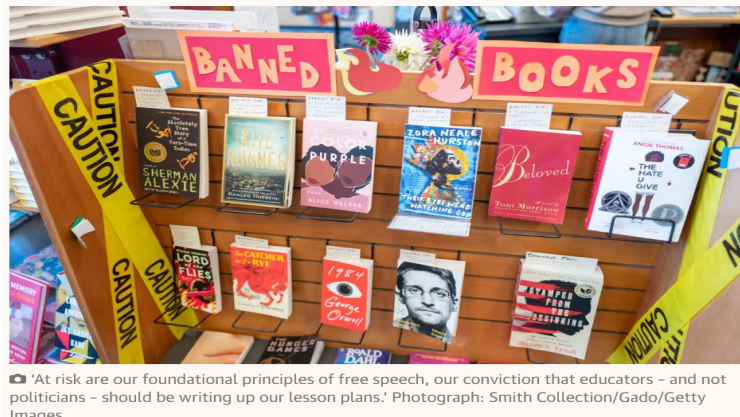
Investopedia

affirmative action illustrated



4a1- Ron DeSantis' academic restrictions show he hopes to change history by censoring it

Florida's Stop Woke Act and ban on African American studies will only deprive students of the right to think and learn



For some time now, conservative groups have pressured libraries and classrooms to remove certain “controversial” books from their shelves and their syllabi. These are texts that tell uncomfortable or unpopular truths about our nation’s origins, including inequality, race, history, gender, sexuality, power and class – a range of subjects that a small but vocal group of Americans would prefer to ignore or deny.

These efforts achieved one of their most notable successes last April when the Florida governor, Ron DeSantis, signed the Stop Woke Act, which prohibits in-school discussions about racism, oppression, LBGQT+ issues and economic inequity. Books that have not been officially vetted and approved must be hidden or covered, lest teachers unknowingly break an ill-defined law against distributing pornography – a felony.

On 1 February, these pernicious restrictions on academic freedom spread beyond Florida, when the College Board announced its decision to severely restrict what can and cannot be taught in the newly created advanced placement class in African American studies. Cut from the curriculum (or in some cases made optional) was any discussion of Black Lives Matter, mass incarceration, police brutality, queer Black life and the Black Power movements of the 1960s and 70s.

These decisions are alarming and disturbing on so many levels that it’s hard to decide which aspect is the most damaging and insidious. At risk are our foundational principles of free speech, our conviction that educators – and not politicians – should be writing up our lesson plans and deciding what transpires in our classrooms, our belief that students can (and need to) consider complicated issues. As someone who has taught for decades, I can hardly imagine abruptly cutting off class discussions that have veered into these now forbidden areas. Must we fear that our students will report us as insurrectionists and felons? I believe that education not only involves the transmission of hard information but also helps students to think for themselves, to weigh opposing arguments and to make informed decisions. How can these goals be accomplished when we are being told to (quite literally) whitewash our nation’s history, to deny that we are walking on appropriated land in a country built by kidnapped and enslaved people, when we are being encouraged to lie about the very ground beneath our feet?

In the past, authoritarianism – and the indoctrination that sustains it – has used educational systems to further its agenda. We can recall images of first-graders wearing little red kerchiefs and saluting the eastern bloc dictators, of students let out of class to welcome the Führer to town. We know that democracy depends on the free and open exchange of ideas, on conversations that begin early in the life of its citizens – and that fascism thrives when only one point of view is permitted.

We cannot change history by censoring it. We cannot pretend that we were never a slave-holding society, that racism ceased to exist when Abraham Lincoln issued the Emancipation Proclamation. We cannot erase the past, or influence a young person’s gender and sexuality by removing a book from the library. Students are not political pawns or ideologues-in-training. They are our future and it’s

frightening to imagine a future populated by citizens who were forbidden to argue and debate, to hear about a historical event from multiple perspectives and to learn to make the critical judgments and necessary distinctions that will help them navigate our increasingly complex and challenging world. (...)

Ultimately, what's most troubling about the new restrictions and proscriptions is that historical facts are being recast as snowflake propaganda. The truth is being distorted or omitted at a moment when we, as a nation, have never so desperately needed to maintain our grip on reality.

Without being taught to distinguish truth from fiction, without being asked to think, without learning how this country evolved – a history not just of heroism and noble principles but of theft, brutality and crime – our students will be easy prey to every conspiracy theory that comes along. They will find it far more difficult to imagine and implement the important ways in which we hope to become a more equitable, less racist – and better educated – society.

• *Francine Prose, Thu 9 Feb 2023 12.00 The Guardian*

- *Francine Prose is a former president of Pen American Center and a member of the American Academy of Arts and Letters and the American Academy of Arts and Sciences*

banned books;

Letter From Barack Obama, former president to the Librarians of America



Barack Obama, [212K Followers](#), Twitter
Dad, husband, President, citizen. July, 17,
2023

To the dedicated and hardworking librarians of America:

In any democracy, the free exchange of ideas is an important part of making sure that citizens are informed, engaged and feel like their perspectives matter.

It's so important, in fact, that here in America, the First Amendment of our Constitution states that freedom begins with our capacity to share and access ideas – even, and maybe especially, the ones we disagree with.

More often than not, someone decides to write those ideas down in a book.

Books have always shaped how I experience the world. Writers like Mark Twain and Toni Morrison, Walt Whitman and James Baldwin taught me something essential about our country's character. Reading about people whose lives were very different from mine showed me how to step into someone else's shoes. And the simple act of writing helped me develop my own identity

— all of which would prove vital as a citizen, as a community organizer, and as president. Today, some of the books that shaped my life — and the lives of so many others — are being challenged by people who disagree with certain ideas or perspectives. It's no coincidence that these “banned books” are often written by or feature people of color, indigenous people, and members of the LGBTQ+ community – though there have also been unfortunate instances in which books by conservative authors or books containing “triggering” words or scenes have been targets for removal. Either way, the impulse seems to be to silence, rather than engage, rebut, learn from or seek to understand views that don't fit our own.

I believe such an approach is profoundly misguided, and contrary to what has made this country great. As I've said before, not only is it important for young people from all walks of life to see themselves represented in the pages of books, but it's also important for all of us to engage with different ideas and points of view.

It's also important to understand that the world is watching. If America – a nation built on freedom of expression – allows certain voices and ideas to be silenced, why should other countries go out of their way to protect them? Ironically, it is Christian and other religious texts – the sacred texts that some calling for book bannings in this country claim to want to defend – that have often been the first target of censorship and book banning efforts in authoritarian countries.

Nobody understands that more than you, our nation's librarians. In a very real sense, you're on the front lines – fighting every day to make the widest possible range of viewpoints, opinions, and ideas available to everyone. Your dedication and professional expertise allow us to freely read and consider information and ideas, and decide for ourselves which ones we agree with.

That's why I want to take a moment to thank all of you for the work you do every day — work that is helping us understand each other and embrace our shared humanity.

And it's not just about books. You also provide spaces where people can come together, share ideas, participate in community programs, and access essential civic and educational resources. Together, you help people become informed and active citizens, capable of making this country what they want it to be.

And you do it all in a harsh political climate where, all too often, you're attacked by people who either cannot or will not understand the vital – and uniquely American – role you play in the life of our nation.

So whether you just started working at a school or public library, or you've been there your entire career, Michelle and I want to thank you for your unwavering commitment to the freedom to read. All of us owe you a debt of gratitude for making sure readers across the country have access to a wide range of books, and all the ideas they contain.

Finally, to every citizen reading this, I hope you'll join me in reminding anyone who will listen — and even some people you think might not — that the free, robust exchange of ideas has always been at the heart of American democracy. Together, we can make that true for generations to come. With gratitude,

Barack

5b- Introducing Gap Year

Student A: Adventures

A gap year was once thought of as being undertaken because something somewhere had gone wrong on the route from school through to higher education and on to the start of a career.

But now, a gap year is positively encouraged by universities, and employers look favourably on any worthwhile experiences picked up while away from home because of skills gained, such as independent learning, problem solving without a support network, self-sufficiency and internationalism.

Gap years are usually taken before heading off to university, but they can be taken at different times, for instance to break up your degree course or even before taking up a postgraduate course.

It is thought that every year about 100,000 British 18-year-olds delay starting higher education in this way. That's roughly one in eight of school-leavers each year.

Australia is the most popular destination for British students, with bungee jumping and walking the Sydney Harbour Bridge top of their list of things to do. Other popular destinations include Peru, Thailand and India.

1- Read the text and make notes of the main points

2- Discuss with your partner and take some notes about what seemed the most interesting according to you.

3- Plan your perfect Gap year: next year you don't have to go to school – you're going to take a gap year with your friend instead. Decide on where you're going to go and what you're going to do. Raise the different issues you will be confronted to and explain what you're going to do overcome them.

Student B: Gap year maintenance

Most students heading for a gap year take up a part-time job to save up for the trip. Even once they get to their destination, they'll work to earn their keep; popular jobs include bar work, fruit-picking and being a tour guide.

Of course, the gap year doesn't have to be a full year travelling. Students will often travel for three or six months because of lack of money.

Reflecting the increase in popularity of the gap year and the need to keep costs down, travel companies now offer structured gap packages where your entire trip is worked out for you. There are three main categories of a structured gap-year activity:

- expeditions, often with a conservation element and usually to developing countries
- courses to learn a skill such as a language or something that they can later teach others to do, for example windsurfing
- voluntary work, usually, but not always, outside the UK.

Sarah Boehm, 19, who went on to study medicine at Manchester University, taught English in India and found the experience wonderful.

We were allowed enormous flexibility in teaching the children – from general discussions on pollution and politics with the older students to games like I Spy and lots of English songs with the younger ones. It has given me a sense of self-reliance that I can survive without everything at home. It's been an unforgettable experience.

1- Read the text and make notes of the main points

2- Discuss with your partner and take some notes about what seemed the most interesting according to you.

3- Plan your perfect Gap year: next year you don't have to go to school – you're going to take a gap year with your friend instead. Decide on where you're going to go and what you're going to do. Raise the different issues you will be confronted to and explain what you're going to do overcome them.

<https://provocanyon.com/>

Compassionate Behavioral Health Center in Provo, UT

Give your child the help they need with their behavioral and mental development by enlisting the services of Provo Canyon School in Provo, UT. Since we took ownership in August 2000, our behavioral health center has placed a heavy focus on the academic, therapeutic, and developmental needs of our patients. We have programs for boys at the middle school level, and for boys and girls at the high school level. By separating our residency services into these groups, we can tailor our treatments to our patients at different stages of their growth and development.

[CONTACT US](#)[WHY PROVO CANYON?](#)

High School Boy's Program

High School Girl's Program

[Middle School Boy's Program](#)

High School Boy's Program

Effective treatment for boys that require behavioral and mental health therapeutic intervention and support.

General Information:

- Serving boys ages 13 up to 18
- Providing both short-term stabilization and long-term residential treatment options
- Fully accredited, year-round academic support (general and special education)
- Medical model behavioral health services (full-time psychiatrists, nursing staff)

Parent Stories



I am now most definitely ready to have my daughter home

“I love being a part of family therapy it's making things easier for both myself and my daughter to deal with what is going on outside of Provo Canyon School and I am now most definitely ready to have my daughter home so that we may start our life together.”

Patient Testimonial

“I arrived at Provo Canyon School after running away from a treatment facility in St. George, Eagle Ranch Academy. I had been at Eagle Ranch for only 4-6 weeks.

My arrival date was 02/14/2006. I was 15 years old. Before going to boarding school, I had gotten into drugs, I was running with some very dangerous characters, stealing cars, and robbing people, etc. I was also running away from home for days at a time and was hanging out with people who were ten years my senior and were contributing to my self-destructive and illegal behaviors. I was discharged near the end of that year in November.

In my time at Provo Canyon, I learned much about myself, and the errors in my thinking. I came to terms with my sexuality, and gained the structure and

They endured a lot of verbal abuse, and sometimes even physical threats from the many other troubled young adults on campus. Day in and day out, they worked to coach, mentor, and improve the lives of us all.

I never witnessed, nor heard of any abuse in my time there. I only saw love and care.

Jenny Taylor was my counselor, and if she is still there, I would love to reconnect with her. Ms. Dana Tew, and Mr. Ben Francis were amazing teachers and amazing people. And the unit staff made sure to keep us active and did activities with us, such as running, volleyball, cards, board games and more. I will never forget the many incredible people I had the opportunity to meet there.

6a- Provo School website cover page, <https://provocanyon.com/>, July 2024

Patient Satisfaction



I was treated with dignity and respect



I feel better now than when I was admitted



Overall I was very satisfied with my treatment

* Data based on patients surveyed between July-December 2023.

Our Facility



Make a Referral

Call or email us to refer a patient to one of our treatment programs.

[LEARN MORE >](#)



News & Events

Read recent updates from the Provo Canyon School.

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Licensing & Accreditation

Provo Canyon School is accredited by The Joint Commission, which helps designation.

[LEARN MORE >](#)



Partnerships

Provo Canyon School is dedicated to increasing awareness about mental effort.

[LEARN MORE >](#)



Provo School website cover page, <https://provocanyon.com/>, July 2024

6c- Paris Hilton is Taking On the Troubled-Teen Industry

When Paris Hilton began speaking out about the alleged abuse she endured at a supposedly rehabilitative boarding school, it's not hyperbolic to say that she changed and saved lives. It was 2020, and the unregulated troubled-teen industry — a network of private,

for-profit schools, wilderness programs, and institutions to reform “troubled” youth — was still largely in the shadows. Since it was formed in the '60s, more than 145 children have died while in the industry’s care, and even more have reportedly disappeared, yet there had been few consequences for those in charge and little to no public outcry. Until Hilton released her bombshell 2020 documentary, *This Is Paris*.

“I just want people to understand that these types of places exist, and that there are hundreds of thousands of children being sent to these places every single year,” Hilton tells Bustle. “There are children who are dying in these places, and [people are] physically, emotionally, psychologically, and sexually abusing children [in them].”

And since the film’s release in September 2020, an entire generation of former TTI students have come forward to share and reclaim their stories of negligence and abuse. Hilton has taken a leading role in the movement, joining survivors and allies who call for change.

“I just keep thinking about how when I was a teenager, if someone had [stood up] for me, I would’ve been the happiest person on the planet,” says Hilton, who produces the podcast. “So to be able to do that for these [teens] is the most important work I’ve ever done. This is my purpose in life now.”

In addition to the podcast, Hilton, Grone, and Cole have appeared on Capitol Hill to introduce a federal bill, traveled the country meeting with local legislators, and held press conferences, all in the name of reforming this industry.

Below, they share more about their advocacy work.

Courtesy of the subject

Paris, thanks to you, the troubled-teen industry has become part of the cultural conversation, but many people still have a limited understanding of it. What’s one thing you wish everyone knew?

Paris Hilton: That the marketing is so deceptive. My parents received this brochure [for Provo Canyon School], and it had children smiling, riding horses, and it just looked like this really beautiful, happy place. But none of those photos were even taken at the school. It was all stock photos. They’re selling these families a lie during the most vulnerable time.

It can be a difficult time when a parent has a teenager who starts rebelling and they don’t know what to do. So it’s turned into this huge industry that so many children and families have been victim to. I just want people to know that’s happening behind closed doors.

There’s a misconception that because they’re expensive, they must be good.

Rebecca Grone: A really important point. Also, it isn’t just wealthy families paying for this level of treatment. School districts and state agencies are paying to place youth from child welfare and the juvenile justice system [in these programs].

This season of the podcast centers on WWASP, a group of therapeutic boarding schools, wilderness programs, and other behavior modification programs founded by Robert Lichfield. It has come under fire for allegations of physical and sexual abuse. How did you land on this focus?

Caroline Cole: We started [Season 1] with Provo Canyon School, which is one of the facilities that Paris went to. In Season 2, we’re following the creation of WWASP — not only because I’m also a WWASP survivor, [as is] our researcher, Chelsea Maldonado — but because WWASP had an impact on the industry as a whole.

Once you started digging into WWASP, what shocked you most?

Grone: For me, as a nonsurvivor and someone who hasn’t been a part of this community for the past few decades, [I’d wonder], “Where are these abusers now? Were they held accountable?” And unfortunately, the answer is no. It was shocking to understand that the

laws in our country still allows folk who have abused children to continue that horrific cycle. That's something we dive into [this season].

When doing my own reporting on this industry, survivors I spoke with were often grappling with their trauma. But unfortunately there isn't a "guidebook" for how to interview vulnerable subjects without triggering them. How did you two approach this?

Cole: It was important to make sure we [approached interviews] in a way that was sensitive, ethical, and survivor-led. So outside of Rebecca, 11:11 is led by lived-experience experts like myself. We also identified interview candidates who were already telling their stories, people who felt comfortable acknowledging and reckoning with their own experiences. We sent questions ahead of time, letting them know what we'd be diving into. We let them mark off any questions they were not interested in exploring.

When you first tell your story out loud, it can feel so vulnerable. It feels like you're naked in front of a room full of people. We wanted to make sure folks were not only supported [during the interview] but afterward too.

You've all been very involved in championing the Stop Institutional Child Abuse Act, which would create federal oversight for the troubled-teen industry. But you also stress it's actually bills on the state level that could create the most change.

Cole: States provide direct licensing [to the programs] and are responsible for enforcement and taking action against facilities. They have a lot more direct power and control when it comes to the quality of care in these facilities, while the federal government can play a strong role in information-sharing and transparency.

Grone: We've worked on eight state bills and have successfully passed laws in those states. Caroline and Paris also had the opportunity to share their stories [in these hearings, which] has accelerated policy change. We have two bills in state legislatures right now, in California and New Hampshire, which have passed the Senate. We're hoping those will be signed by their governors.

As for the Stop Institutional Child Abuse Act — which has so much bipartisan support in Congress — every single day that we wait to get that passed, we're doing a disservice to the kids who are still dying in these facilities.

Paris and Caroline, what has been the most cathartic part of engaging in this work?

Hilton: It's been the most healing experience of my life. People come up to me on the street and say: "I watched your documentary; I read your book. I was at these schools and my family didn't believe [what happened to me]. But now, since I showed them what you talked about, they finally believe me, and I feel like I'm finally being validated for what I went through."

Cole: It's so rare that people are able to create systemic change in systems that have harmed them. So I feel so incredibly honored and privileged.

This interview has been edited and condensed for clarity, Samantha Leach, *Bustle.com*, April 30th, 2024

NAME: _____

School for Thoughts

Qualité du contenu	Cohérence de la construction du discours	Correction de la langue écrite	Richesse de la langue
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**Prenez connaissance de la thématique ci-dessus et du dossier composé des documents A, B et C et répondez en anglais à la consigne suivante (500 mots) :
Paying particular attention to the specificities of the three documents, show how they interact to illustrate the diversity in education**

DOCUMENT A :

Every year since I started at St. Francis, Mom comes to my room the night before school and starts to give me the Talk. Tonight, she's taking a while to get to it, but I know it's coming. She asks questions she already knows the answers to—have I registered to take the SATs ¹ yet, and am I still going to tutor at the rec ², now that school has started?—and then she says, "Jade, are you going to make some friends this year?"

Here it is. The Talk. "Really Mom?"
"Yes, really. You need some friends."
"I have Lee Lee."

"You need friends who go to St. Francis. You've been there for two years. How is it that you haven't made any new friends?"

"Well, at least I haven't made enemies," I say. Mom sighs [...]

Mom doesn't understand that I want to have Lee Lee to look at when something funny happens—something that's only funny to us. Our eyes have a way of finding each other no matter where we are in a room so we can give each other a look. A look that says, *Did you see that?* But at St. Francis, I don't have anyone to share that look with. Most things that seem ridiculous to me are normal there. Like when my humanities teacher asked, "Who are the invisible people in our community? Who are the people we, as a society, take for granted?" Some girl in my class said her housekeeper. It wasn't that I didn't think she took her housekeeper for granted; it was that I couldn't believe she had one. And then so many of my classmates nodded, like they could all relate. I actually looked across the room at the only other black girl in the class, and she was raising her hand, saying, "She took my answer," and so I knew we'd probably never make eye contact about anything. And I realized how different I am from everyone else at St. Francis. Not only because I'm black and almost everyone else is white, but because their mothers are the kind of people who hire housekeepers, and my mother is the kind of person who works as one.

Lee Lee would get that. She'd look at me, and we'd have a whole conversation with only our eyes. But now I have to wait till I get home from school to fill her in on the crazy things these rich people say and do.

Mom keeps on with her talk. "I really wish you'd make at least one friend—a close friend—this year at your school," she says. Then she says good night to me and walks into the hallway, where she turns and says, "Almost forgot to remind you—did you see my note on the fridge? You have a meeting with Mrs. Parker during lunch tomorrow."

"On the first day of school? About what?"

Mom shrugs.

"She didn't give me details. Must be about the study abroad program," she says with a

smile.

“You think so?”

For the first time in—well, for the first time ever—I am excited to talk to Mrs. Parker. This is the year that teachers select students to volunteer in a foreign country and do service learning projects. That was the thing that made me want to attend St. Francis. Well, that and the scholarship. When we met with Mrs. Parker, my guidance counselor, I think she could tell I was not feeling going to school away from my friends. But she knew from my application essay that I wanted to take Spanish and that I wanted to travel, so she said, “Jade, St. Francis provides opportunities for our students to travel the world.” She had me at that. Of course, she didn't tell me I'd have to wait until I was a junior.

Renée Watson, *Piecing Me Together*, 2017

¹ SATs: Scholastic Aptitude Tests (from 1926 to 1993), renamed Scholastic Assessment Tests in 1993

² rec: (short for “recreation”) an after-school club

DOCUMENT B :

Nancy Chu asks if she can talk to me after the last class of the day. She sits at her desk and waits for the room to empty. She reminds me she's in my second-period sophomore class.

I'm here three years from China.

Your English is very good, Nancy.

Thank you. I learned English from Fred Astaire.

Fred Astaire ?

I know all the songs from all his movies. My favourite is *Top Hat*. I sing his songs all the time. My parents think I'm crazy. My friends, too. All they know is rock and you can't learn English from rock. I have trouble with my parents all the time over Fred Astaire.

Well, it's unusual, Nancy.

Also, I watch you teach.

Oh.

And I wonder why you're so uptight. You know English, so you should be cool. Kids all say if they knew English they'd be so cool. Sometimes you're not uptight and the kids like that. They like it when you tell stories and sing. When I'm uptight I sing “Dancing in the Dark.” You should learn that, Mr. McCourt, and sing it to the class. You don't have such a bad voice.

Nancy, I'm here to teach English. I'm not a song-and-dance man.

Could you tell me how to be an English teacher who won't be uptight ?

But what will your parents say ?

They think I'm crazy already and they say they're sorry they ever brought me from China. They say I'm not even Chinese anymore. They say what's the use of coming all the way from China just to be a teacher and listen to Fred Astaire. Coulda been a teacher over there. Mr. McCourt, will you tell me how to be an English teacher ?

I will, Nancy.

Thanks, Mr. McCourt. Do you mind if I ask questions in class ? You were lucky you knew English when you came to America. How did you feel when you came to America ?

Confused. Do you know what confused means ?

The word goes around the room. They explain it to one another in their own languages and heads nod, yeah, yeah. They're surprised the man up there, the teacher, was once confused like them and he knew English and everything. So, we have something in common : confusion. I tell them that when I came to New York I had trouble with language and the names of things. I had to learn food words : sauerkraut, cole slaw, hot dog, bagel mit a schmeer.

Franck McCourt, *Teacher Man*,
2006

DOCUMENT C :

The Problem We All Live With is a 1964 painting by Norman Rockwell that is considered an iconic image of the Civil Rights Movement in the United States. It depicts **Ruby Bridges**, a six-year-old **African-American** girl, on her way to **William Frantz Elementary School**, an all-white public school, on November 14, 1960, during the **New Orleans school desegregation crisis**. Because of threats of violence against her, she is escorted by four deputy U.S. Marshals.

<p>Qualité du contenu</p>	<p>Doc A : narratrice – difficulté rencontrée dans son école: impossible de se faire des amies – black et d'origine pauvre- a du mal à s'intégrer Doc B : admiration de Nancy pour son professeur – souhaite de venir professeuse elle-même – même origine sociale: immigration - asiatique Doc C : jeune fille allant à l'école – contraste entre ses habits blancs et la noirceur de sa peau – 4 agents qui l'accompagnent, poing serré – lettre dans la poche – graffiti – matériel d'école</p>
<p>Cohérence de la construction du discours</p>	<p>Doc A : école catholique- attendu: population riche, enseignement strict, désir de progression sociale – difficulté rencontrée / stéréotype Doc B : possibilité d'évoluer – désir de progression et d'apporter quelque chose aux autres – réussite personnelle – american dream mais opposition de la famille Doc C : contexte tel qu'expliqué – déségrégation – désir de ne pas obéir – obligation de changer les choses -retour sur le titre</p> <p>changement opéré par l'école ou pas, lutte à venir et à continuer, difficulté et en même temps espoir donné par l'éducation notion de rupture / trouver sa place</p>

niveau		A1				A2			A2+			B1-			B1			B1+			B2
Total point	0 - 4	1- 3				4 – 20			21-29			30-39			40-59			60- 79			80-100
NOTE s/ 20	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20