

## The greatest debaters: courtroom orators

**A** Now Mr Price, you told the sheriff during his investigation that there was a skinny<sup>1</sup> passenger on the bus who could've been a tall woman disguised as a man. Is that correct? Please describe this passenger."

5 "Yeah, that's right. A young white man. Reckon he was 'bout five ten, and his pants just hung on him like sheets on a fence post. He wore a big bulky cap, blue. Kept his head down, didn't look at anybody."

"And now that you've seen Miss Clark, do you believe it's possible that the skinny man on the bus was Miss Clark in disguise? Could her long hair have been hidden in that bulky<sup>2</sup> cap?"

10 "Yeah, I do."

Eric asked the judge to request that Kya stand up, and she did so with Tom Milton by her side.

15 "You can sit back down, Miss Clark," Eric said, and then to the witness, "Would you say that the young man on the bus was the same height and stature as Miss Clark?"

"I'd say 'bout exactly the same," Mr. Price said.

"So all things considered, would you say that it's likely that the skinny man on the 11:50 P.M. bus traveling from Greenville to Barkley Cove on the night of October 29 of last year was in fact the defendant Miss Clark?"

20 "Yeah, I'd say that's very possible."

"Thank you, Mr Price. No further questions. Your witness."

25 Tom stood in front of the witness stand and, after five minutes of questioning Mr. Price, he summed up. "What you've told us is this: one, there was no woman who looked like the defendant on the bus from Greenville to Barkley Cove on the night of October 29, 1969; two, there was a tall, thin man on the bus, but at the time, even though you saw his face very close, you didn't think of him as a woman in disguise; three, this idea of disguise only came to you when the sheriff suggested it."

30 Tom continued before the witness could respond. "Mr. Price, tell us how you're sure the thin man was on the 11:50 P.M. bus of October 29? Did you take notes, write it down? Maybe it was the night before or the night after. Are you one hundred percent sure it was October 29?"

35 "Well, I see what you're getting at. And, when the sheriff was jogging my memory, it seemed like that man was on that bus, but now, I reckon I can't be one hundred percent sure."

"Also, Mr. Price, wasn't the bus very late that night? In fact, it was twenty-five minutes late and didn't arrive in Barkley Cove until 1:40 in the morning. Is that correct?"

40 "Yeah." Mr. Price looked at Eric. "I'm just trying to help out here, do the right thing."

Tom reassured him. "You've been a great help, Mr. Price. Thank you very much. No further questions."

*Where the Crawdads Sing*, Delia Owens, 2018 ■

1. skinny: very slim - 2. bulky: large

1 List the facts put forward by the witness and comment on how he expresses himself.

2 Compare the facts with their interpretations by the lawyer. Explain the lawyer's strategy.

3 Imagine the effect of this analysis on the jury.

4 Comment on the ending of the testimony. What was the lawyer's objective?

5 **GROUP WORK.** Make a list of possible counter arguments following this testimony. Write and act the defence lawyer's plea.

### Nouns

trial  
bar  
barrister  
caveat: warning

### Adjectives

law-abiding  
null and void: cancelled  
persuasive  
assertive

### Verbs

acquit  
release on bail  
testify  
assemble a case  
sue

### Expressions

innocent until proven guilty  
take/swear an oath: make a promise  
a breach of promise  
bona fide: in good faith  
contempt of court:  
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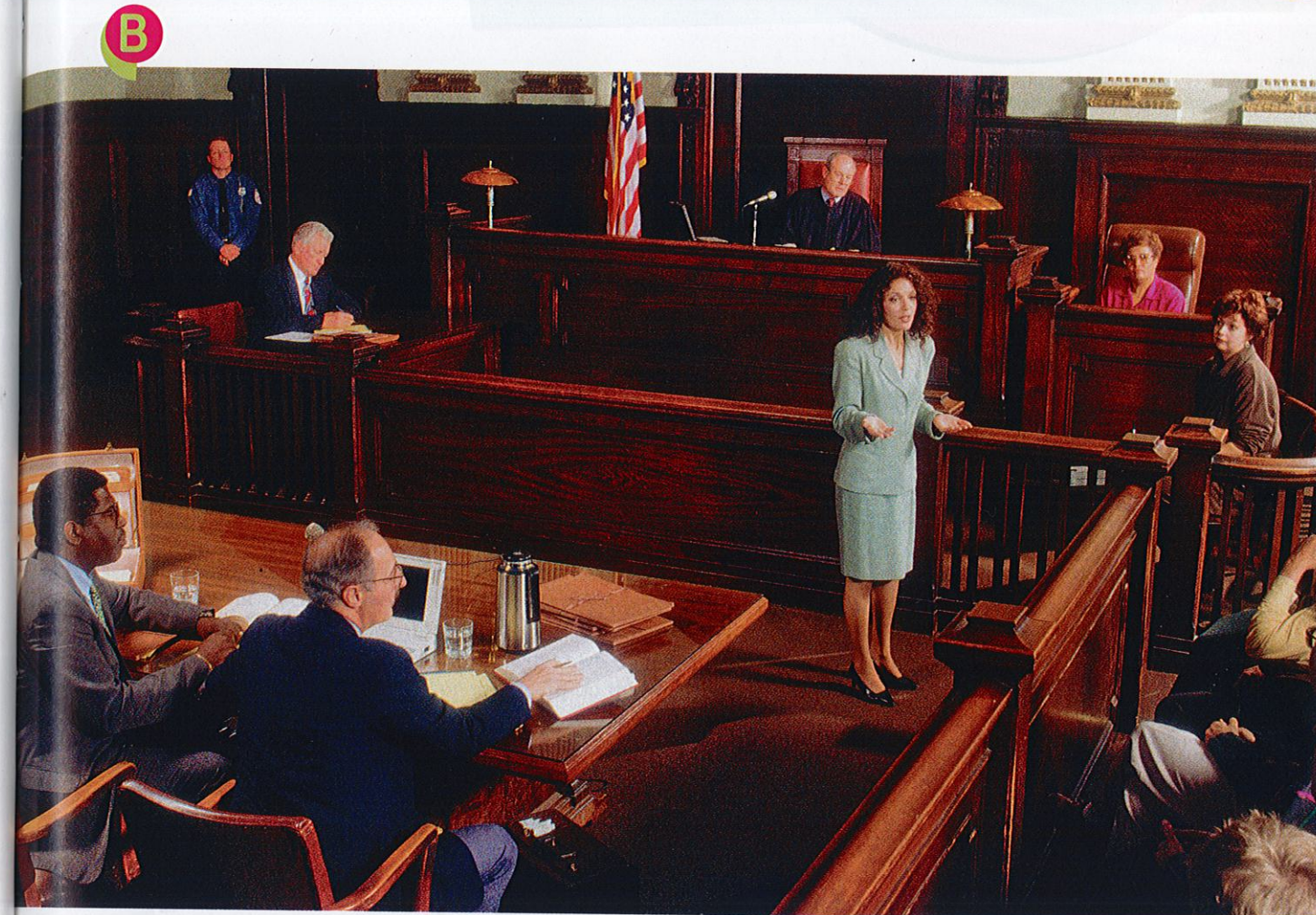
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1 Draw a sketch of the photo and identify the main protagonists: judge, court reporter, clerk, defendant, witness, policeman, jurors, attorney(s).

2 Analyse the photo and imagine the photographer's aim.

3 Identify the symbols of power present in the room.

4 Focus on the lawyer and explain how she intends to convince the jury.

**5** You are the court reporter and you record what the lawyer has just said. Write the final sentences of her closing speech to the jury.

## C



Johnnie Cochran responds to the 'N'-word (American Crime Story X)

hatier-clic.fr/2011cct022

1 List the impactful words used by the first lawyer in the extract.

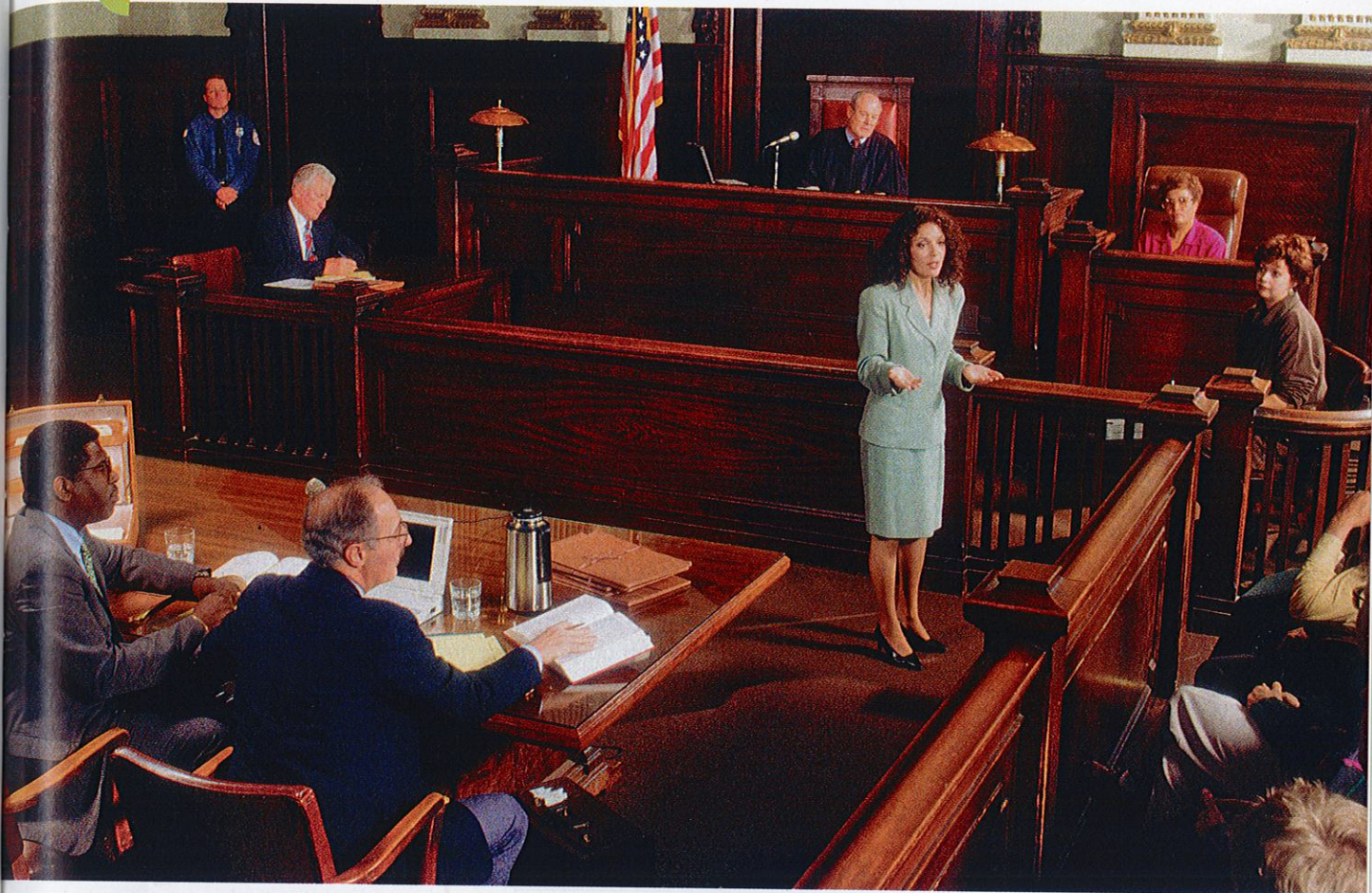
2 Read *Let's focus on... The OJ Simpson trial* (p. 68) and analyse the lawyer's original goal with this plea.

3 Pay attention to the second lawyer's body language and the words he uses. How does he manage to turn the debate around?

4 Analyse the use of silence and music and their impact on the viewer. Imagine the impact of silence on the jury.

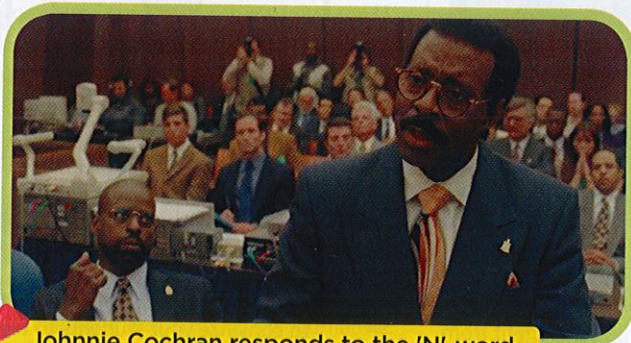
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**B**



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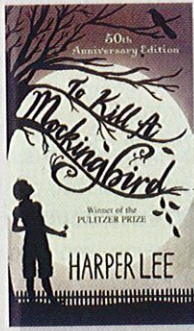
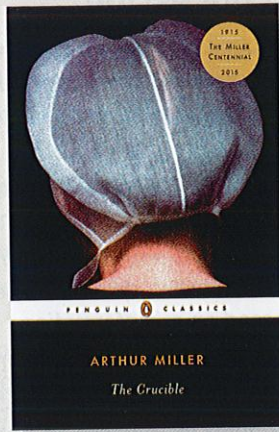
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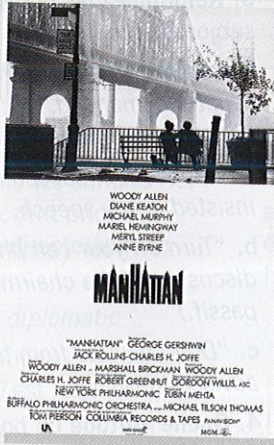
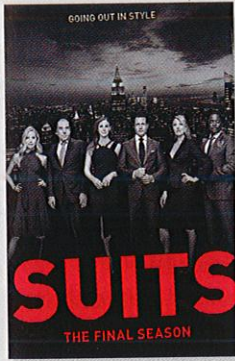
Literature

- ▶ *\*Much Ado about Nothing*, William Shakespeare, 1600
- ▶ *The Crucible*, Arthur Miller, 1953
- ▶ *To Kill a Mockingbird*, Harper Lee, 1960
- ▶ *Where the Crawdads Sing*, Delia Owens, 2018



TV series

- ▶ *The Practice*, 1997
- ▶ *Suits*, 2011

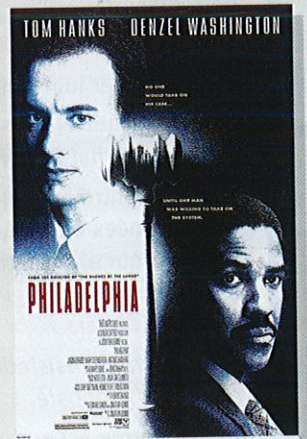
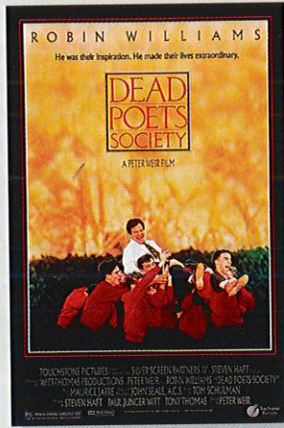
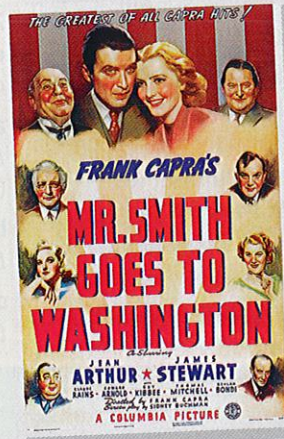


Press articles

- ▶ *New York Times*, "Room for debate" (<https://www.nytimes.com/roomfordebate>)
- ▶ *The Guardian*, "Death of debate" (<https://bit.ly/2KDPkz>)
- ▶ *The Guardian*, "Debate ends when..." (<https://bit.ly/32lf17m>)
- ▶ *The Guardian*, "Debate-of-the-day" (<https://bit.ly/2Kjonqv>)

Movies

- ▶ *Mr Smith Goes to Washington*, Frank Capra, 1939
- ▶ *12 Angry Men*, Sydney Lumet, 1957
- ▶ *Manhattan*, Woody Allen, 1979
- ▶ *Mississippi Burning*, Alan Parker, 1988
- ▶ *Dead Poets Society*, Peter Weir, 1989
- ▶ *Philadelphia*, Jonathan Demm, 1993
- ▶ *8 Mile*, Curtis Hanson, 2002 (with Eminem)



Radio/Podcasts

- ▶ *BBC News*, "The World Debate" (<https://bbc.in/35gE0Hq>)
- ▶ *BBC Radio 1*, "Newsbeat Debate" (<https://bbc.in/350sdgq>)
- ▶ *BBC Radio Scotland*, "The Big Debate" (<https://bbc.in/2YBzd0T>)
- ▶ *NPR*, "Intelligence Squared – Debate show" (<https://n.pr/346xUYS>)

\* L'astérisque désigne les œuvres vues dans l'unité.

## The owl and the nightingale

The Owl and the Nightingale, one of the earliest long comic poems to be written in Middle English, describes an imagined debate between two nocturnal birds. It is an anonymous work, dated to 1189-1216.

The nightingale began the argument in the corner of a clearing, and perched on a beautiful branch – there was plenty of blossom around it – in an impenetrable thick hedge, with reeds and green sedge growing through it. She was all the happier because of the branch, and sang in many different ways; the music sounded as if it came from a harp or a pipe rather than from a living throat. Nearby there stood an old stump<sup>1</sup> where the owl sang her Hours, and which was all overgrown with ivy; this was where the owl lived. The nightingale looked at her, and scrutinised her and despised her, and everything about the owl seemed unpleasant to her, since she is regarded as ugly and dirty.

“You nasty creature!”, she said, “fly away! The sight of you makes me sick. Certainly I often have to stop singing because of your ugly face. My heart fails me, and so does my speech, when you thrust<sup>2</sup> yourself on me. I’d rather spit than sing about your wretched howling.”

The owl waited until it was evening; she couldn’t hold back any longer, because she was so angry that she could hardly breathe, and finally she spoke:

“How does my song seem to you now? Do you think that I can’t sing just because I can’t twitter? You often insult me and say things to upset and embarrass me. If I held you in my talons<sup>3</sup> – if only I could! – and you were off your branch, you’d sing a very different tune!”

The nightingale answered, “As long as I keep out of the open, and protect myself against being exposed, I’m not bothered about your threats; as long as I stay put in my hedge, I don’t care at all what you say. I know that you’re ruthless towards those who can’t protect themselves from you, and that where you can you bully small birds cruelly and harshly. [...]”

The owl listened to this, and kept her eyes lowered, and sat puffed up and swollen with rage, as if she had swallowed a frog, because she was fully aware that the nightingale was singing to humiliate her. And nevertheless she answered:

“Why don’t you fly into the open and show which of us two is brighter in colouring and prettier to look at?”

“No! you have very sharp claws; I don’t fancy being clawed by you. You have very strong talons; you grip with them like a pair of tongs. You were planning – that’s what your sort do – to trick me with flattery. I wouldn’t do what you suggested to me; I knew very well that you were trying to mislead me. You ought to be ashamed of your bad advice! Your deviousness<sup>4</sup> has been exposed; hide your dishonesty from the light, and conceal that wickedness<sup>5</sup> under good behaviour! When you want to practise your villainy, see that it’s not obvious; because dishonesty brings down contempt and hatred if it is open and recognised. You didn’t succeed with your cunning plans, because I’m cautious and can easily dodge<sup>6</sup>. It’s no use your pushing too hard; I would fight better with cunning than you with all your strength. I have a good castle, both in breadth and length, in my branch; the wise man says,

‘He who fights and runs away,  
Lives to fight another day.’

But let’s stop this quarrelling, because speeches like this aren’t getting us anywhere; and let’s begin with reasonable procedure, and courteous and diplomatic language. Even if we don’t agree, we can plead better politely, without quarrelling and fighting, properly and correctly; and indeed each of us can say what she wants to fairly and reasonably.”

1. stump: the part of a tree left after the trunk was cut – 2. thrust: attack (here) – 3. talons: claws  
4. deviousness: dishonesty – 5. wickedness: badness – 6. dodge: avoid

1 Read the introduction. List the words used to describe the owl and the nightingale. Analyse how the narrator describes the two birds.

2 Read the text from “you nasty” to “harshly” (l. 9-20). Comment on the tone and the words used by both the nightingale and the owl to address each other.

3 Explain how it impacts the reader’s view of the two characters.

4 Read the end of the text (l. 21 to the end). Describe the strategies used by the owl and the nightingale to end the argument.

 5 You are an animal witnessing the argument. Imagine who is going to win this debate and why.

## FIGHTING FOR A FUTURE



*My Sister's Keeper*, a film by Nick Cassavetes (2009)

The girl sitting across from me waits for an answer, one I'm deliberately withholding. She says she wants to sue<sup>1</sup> her parents, like every teenager on the planet. But *she* wants to sue for the rights to her own body. It is exactly the kind of case I avoid like the Black Plague<sup>2</sup> – one which requires far too much effort and client baby-sitting. With a sigh<sup>3</sup>, I get up. “What did you say your name was?”

“I didn't.” She sits a little straighter. “It's Anna Fitzgerald.”

I open the door and bellow for my secretary. “Kerri! Can you get the Planned Parenthood for Ms Fitzgerald?”

“What?” When I turn around, the kid is standing. “Planned Parenthood?”

“Look, Anna, here's a little advice. Instigating a lawsuit because your parents won't let you get birth control pills or go to an abortion clinic is like using a sledgehammer<sup>4</sup> to kill a mosquito. You can save your allowance money<sup>5</sup> and go to Planned Parenthood; they're far better equipped to deal with your problem.”

For the first time since I've entered my office, I really, truly look at her. Anger glows around this kid like electricity. “My sister is dying, and my mother wants me to donate one of my kidneys<sup>6</sup> to her,” she says hotly. “Somehow I don't think a handful of free condoms<sup>7</sup> is going to take care of that.”

You know how every now and then, you have a moment where your whole life

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stretches out ahead of you like a forked road, and even as you choose one gritty path you've got your eyes on the other the whole time, certain that you're making a mistake? Kerri approaches, holding out a strip of paper with the number I've asked for, but I close the door without taking it and walk back to my desk. “No one can make you donate an organ if you don't want to.”

“Oh, really?” She leans forward, counting off on her fingers. “The first time I gave something to my sister, it was cord<sup>8</sup> blood, and I was a newborn. She has leukemia – APL – and my cells put her into remission. The next time she relapsed<sup>9</sup>, I was five and I had lymphocytes drawn from me, three times over, because the doctors never seemed to get enough of them the first time around. When that stopped working, they took bone marrow<sup>10</sup> for a transplant. When Kate got infections, I had to donate granulocytes. When she relapsed again, I had to donate peripheral blood stem cells.”

The girl's medical vocabulary would put some of my paid experts to shame. I pull a legal pad out of a drawer. “Obviously, you've agreed to be a donor for your sister before.”

She hesitates, then shakes her head. “Nobody ever asked.”

“Did you tell your parents you don't want to donate a kidney?”

“They don't listen to me.”

“They might if you mentioned this.”

She looks down, so that her hair covers her face. “They don't really pay attention to me, except when they need my blood or something. I wouldn't even be alive, if it wasn't for Kate being sick.”

An heir and a spare<sup>11</sup>: this was a custom that went back to my ancestors in England. It sounded callous<sup>12</sup> – having a subsequent child just in case the first one happens to die – yet it had been eminently practical once. Being an afterthought might not sit well with this kid, but the truth is that children are conceived for less than admirable reasons every single day: to glue a bad marriage together; to keep the family name alive; to mold in<sup>13</sup> a parent's own image. “They had me so that I could save Kate,” the girl explains. “They went to special doctors and everything, and picked the embryo that would be a perfect genetic match.” [...]

Anyone who tuned in periodically to CNN would know about the controversies of stem cell research. Spare-parts babies, designer infants, the science of tomorrow to save the children of today.

I tap my pen on the desk, and Judge – my dog – sidles closer. “What happens if you don't give your sister a kidney?”

“She'll die.”

“And you're okay with that?”

Anna's mouth sets a thin line. “I'm here, aren't I?”

“Yes you are. I'm just trying to figure out what made you want to put your foot down, after all this time.”

She looks over at the bookshelf. “Because,” she says simply, “it never stops.”

Jodi Picoult, *My Sister's Keeper*, 2004

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for the oral exam

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You know how every now and then, you have a moment where your whole life

1. intenter un procès à 2. peste 3. en soupirant 4. (ici) massue 5. argent de poche 6. reins 7. préservatifs

stretches out ahead of you like a forked road, and even as you choose one gritty path you've got your eyes on the other the whole time, certain that you're making a mistake? Kerri approaches, holding out a strip of paper with the number I've asked for, but I close the door without taking it and walk back to my desk. "No one can make you donate an organ if you don't want to."

"Oh, really?" She leans forward, counting off on her fingers. "The first time I gave something to my sister, it was cord<sup>8</sup> blood, and I was a newborn. She has leukemia – APL – and my cells put her into remission. The next time she relapsed<sup>9</sup>, I was five and I had lymphocytes drawn from me, three times over, because the doctors never seemed to get enough of them the first time around. When that stopped working, they took bone marrow<sup>10</sup> for a transplant. When Kate got infections, I had to donate granulocytes. When she relapsed again, I had to donate peripheral blood stem cells."

The girl's medical vocabulary would put some of my paid experts to shame. I pull a legal pad out of a drawer. "Obviously, you've agreed to be a donor for your sister before."

She hesitates, then shakes her head. "Nobody ever asked."  
"Did you tell your parents you don't want to donate a kidney?"  
"They don't listen to me."  
"They might if you mentioned this."

She looks down, so that her hair covers her face. "They don't really pay attention to me, except when they need my blood or something. I wouldn't even be alive, if it wasn't for Kate being sick."

An heir and a spare<sup>11</sup>: this was a custom that went back to my ancestors in England. It sounded callous<sup>12</sup> – having a subsequent child just in case the first one happens to die – yet it had been eminently practical once. Being an afterthought might not sit well with this kid, but the truth is that children are conceived for less than admirable reasons every single day: to glue a bad marriage together; to keep the family name alive; to mold in<sup>13</sup> a parent's own image. "They had me so that I could save Kate," the girl explains. "They went to special doctors and everything, and picked the embryo that would be a perfect genetic match." [...]

Anyone who tuned in periodically to CNN would know about the controversies of stem cell research. Spare-parts babies, designer infants, the science of tomorrow to save the children of today.

I tap my pen on the desk, and Judge – my dog – sidles closer. "What happens if you don't give your sister a kidney?"  
"She'll die."

"And you're okay with that?"  
Anna's mouth sets a thin line. "I'm here, aren't I?"  
"Yes you are. I'm just trying to figure out what made you want to put your foot down, after all this time."

She looks over at the bookshelf. "Because," she says simply, "it never stops."

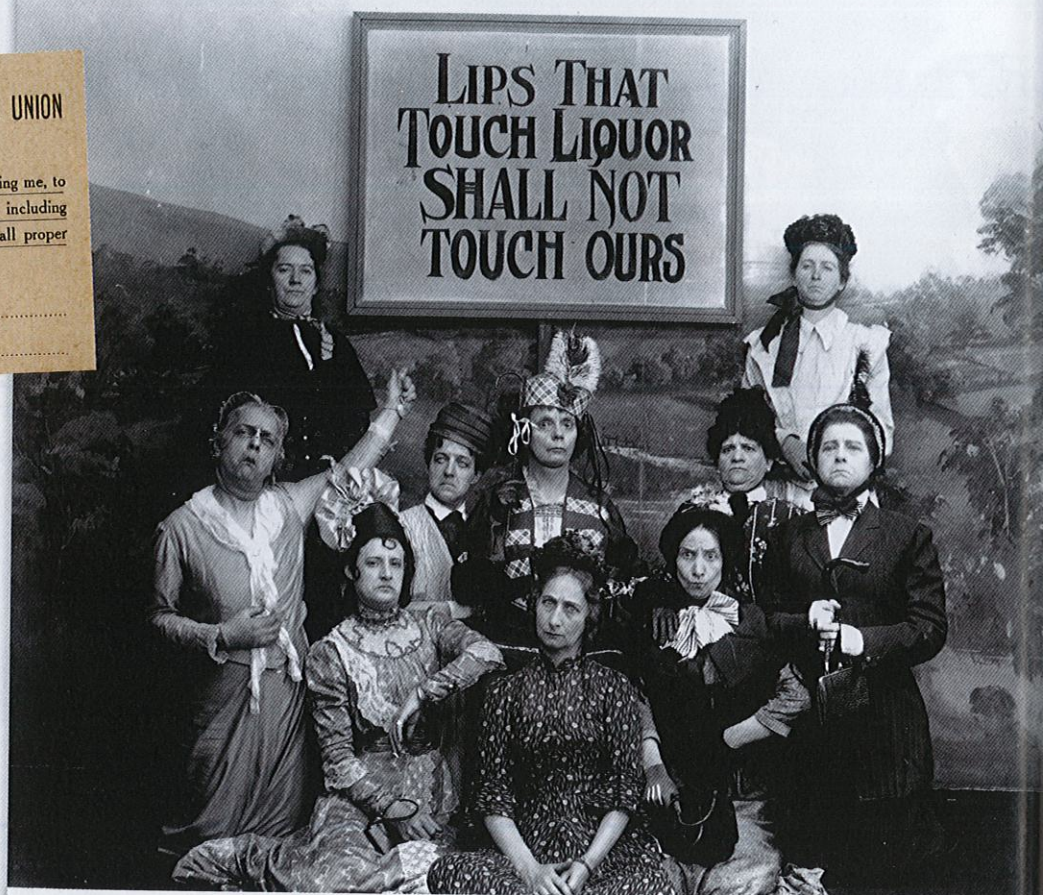
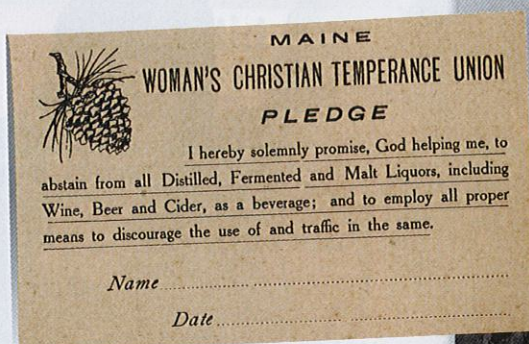
Jodi Picoult, *My Sister's Keeper*, 2004

8. cordon ombilical 9. a rechuté 10. moelle osseuse 11. un héritier et un remplaçant 12. (ici) cruel, insensible 13. se calquer sur



Choose from the documents studied in this unit the ones you will place in your Bac folder. Classify them under the heading: – The notion of Progress Justify your choice. → p. 244-249

Doc. 1



▲ Women's temperance members protesting alcohol, 1919

Prohibition: A Ken Burns documentary - PBS (2011)  
 Part 1 - Eliza's story [e IFST104](#)  
 Part 2 - The women's crusade [e IFST105](#)

Better listening



BETTER SPEAKING

Ken Burns documentaries are known for their clear, well-paced narration. Listen to the narrators: how do their speed and enunciation make understanding them easier?

➤ Think about this when you make voice recordings.

Discover the documentary

Doc. 1

- 1 Look at the image. What does it suggest about the Women's Temperance movement?
- 2 Watch Part 1 of the documentary. Explain what you understood about Eliza Thompson.
- 3 Watch Part 2.
  - a. Why do you think the women called this a "crusade"?
  - b. Describe the interactions between women and men during this crusade.
- 4 The movement started in Hillsborough, Ohio. Where did it go from there? Use the map on Flap V to help you.
- 5 In pairs. Discuss some possible reasons why women opposed alcohol so strongly.

Read the text

Doc. 2

NEED HELP?

Use Flap VI:  
How to read a text

- 6 What other reasons did you discover for women's opposition to alcohol?
- 7 How would you describe the situation of women in this time period?
- 8 Understand more through close reading:

Read between the lines:

"Layoffs, economic downturns, and manufacturers' seasonal production cycles..." (l. 15-16) → How do these details indirectly connect with alcohol?

"Their solutions [...] no longer focused on converting individuals to an abstinent life." (l. 23) → Explain what this implies about their new methods.

Doc. 2

## Guardians of family virtue

- 1 By the late nineteenth century, these temperance reformers emerged with a new organizational capacity and a new appreciation for state-sponsored social change. The Woman's Christian Temperance Union (WCTU), established in Cleveland, Ohio, in 1874, became the most powerful female reform organization of the late nineteenth and early twentieth century. [...]
- 2 These middle-class Protestant reformers, identifying themselves as guardians of family virtue, saw the abolition of liquor consumption as the linchpin<sup>1</sup> in an effort to protect vulnerable women and children and discipline male, and especially working-class, breadwinners. New armies of male
- 3 wagers<sup>2</sup> labored long hours in the nation's burgeoning cotton mills, machine shops, steel foundries, and coal mines by the end of the nineteenth century. Their wives labored in their households raising children, cooking, doing laundry, and sometimes taking in boarders<sup>3</sup>. They relied on their husbands' wages<sup>3</sup> to make ends meet. Working-class women's budgetary
- 4 challenges were compounded<sup>4</sup> by spouses' periodic unemployment. Layoffs, economic downturns, and manufacturers' seasonal production cycles made bouts of unemployment common for wage earners.
- 5 The saloon added insecurity to their home lives: poor women had to fear that much-needed cash would land in a saloon. To make matters worse, inebriated husbands returning home threatened domestic violence as well as family destitution. The paternalist Protestant elite women who filled the ranks of the grassroots crusaders drew upon the well<sup>5</sup> of earlier temperance ideas. Their solutions, however, no longer focused on converting individuals to an abstinent life. They sought social means to promote temperance and
- 6 launched local-option campaigns and eventually statewide prohibition battles to abolish the liquor traffic.

The War on Alcohol, by Lisa McGirr, 2016

Language at work

Exprimer le but

- "They sought social means to promote temperance and launched [...] prohibition battles to abolish the liquor traffic." (l. 24)
- What other expressions of goal do you know? Use them to explain the mission of the WCTU.

Prétérît simple

- "On December 23rd, 1873 a visiting temperance lecturer urged the town's wives and mothers to take to the streets in protest." (Doc. 1)

→ Grammar p. 49

1. linchpin: (FR) pivot, facteur clé
2. boarders: people who pay to stay at your house
3. wages: salary
4. compounded: (FR) aggravés
5. well: literally a place to store water, figuratively a bank of resources

IDIOMATIC EXPRESSIONS:

- "breadwinner" (l. 9)
- "make ends meet" (l. 14)
- "grassroots" (l. 22)
- Try and guess their meanings, then check in a dictionary.

Link the documents

Doc. 1 & 2

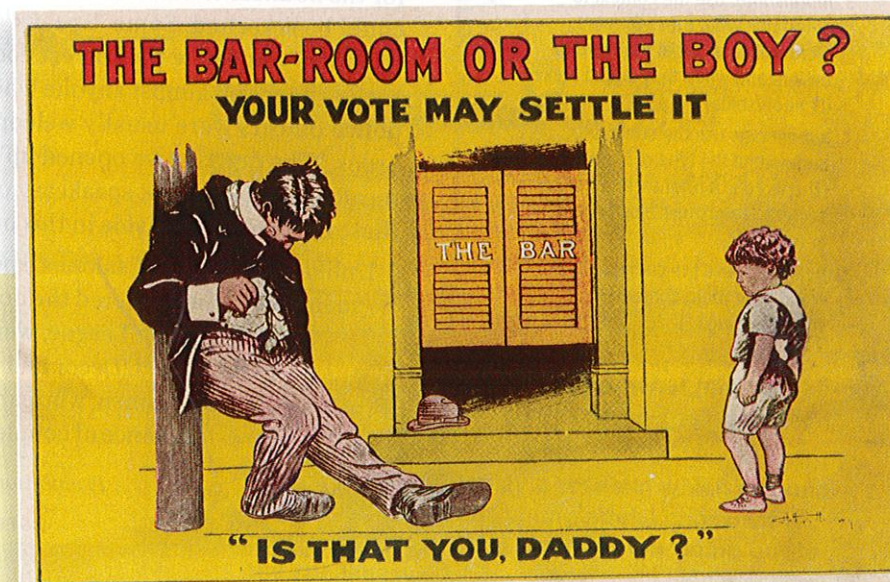
- 9 a. In what ways was the crusade a "baptism of power and liberty" for women?
- b. Add any new information from these documents to the spidergram you started on page 38.

TRAINING TASK



For the first time in history we see women making signs and "taking to the streets".

- Design a relevant, concise, catchy sign that the Women's Crusade may have used in their protest.
- Get ready to explain your sign to the class.



## STEP 1

Learning about affirmative action  
in the USA

The affirmative action policies dating back to the 1960s were originally developed in the USA to correct decades of discrimination and to give disadvantaged minorities a well-needed boost. But today, many people think such actions are no longer required.

## 1 "It worked for me"

In *Notes of a Racial Caste Baby*, Bryan Fair combines American history and his own personal-life to offer a defence of affirmative action.

As a teacher of American constitutional law, I regularly discuss race and gender discrimination cases with my students. In one of my courses, I have the students interview a grandmother, mother, aunt, sister or female friend about gender discrimination in their jobs. For many of these students, gender discrimination meant little until it affected close family and friends...

Only by hearing one another's stories can we reach an agreement regarding remedial affirmative action. [...]

I am the eighth of ten children of a single mother born in a black ghetto in Columbus, Ohio, in 1960. My mother sometimes had two jobs, but still, her wages were low, she received no job benefits and none of our fathers helped her. We certainly did need welfare<sup>1</sup>. I can't imagine what we would have done without it. Even with it, my family went weeks without regular meals at home. Sometimes, in order to get something to eat, I had to steal. Sometimes during the frigid, below-zero Ohio winters we had no gas heat. To stay warm, we huddled under blankets or slept in our clothes. A few times, my mother could not pay the electric bill either. I thought we were the poorest people in Columbus. We were not.

When I was seven, I started hustling jobs and for the next eleven years, after school and at weekends, I ran errands<sup>2</sup>, shovelled snow, cut grass, cleared trash, cleaned bathrooms, cooked, stocked groceries, sold candy and cleaned animal cages. My survival depended on those jobs. They enabled me to buy food, a few clothes and school supplies and to help my mother pay bills.

I attended elementary school regularly and earned A's and B's in most classes. But when I participated in a busing program during junior high that moved black kids from the ghetto into predominantly white schools, the work seemed much harder and my grades fell. I could not read well and had to struggle to finish my homework.

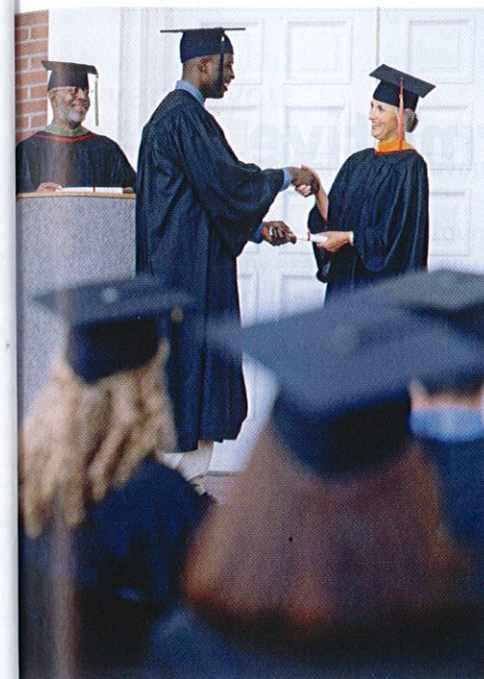
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Many Blacks in Columbus and elsewhere in America are born into those conditions I have described, and most remain there. I escaped. I am not poor or dependent on welfare. I am now a lawyer, a professor of constitutional law, a university administrator and a published author. I support myself and help support my mother. How did this happen?

One essential factor was remedial affirmative action. It helped me move from the ghetto to more rigorous schools and increasingly nurturing<sup>3</sup> environments. So no one can tell me that affirmative action does not work. It worked for me as it has for many other Americans.

1. Government financial assistance provided to the poor to meet basic material needs

2. Deliver or collect things for people  
3. Caring and encouraging



Graduate receiving a diploma.

My life experiences have convinced me that remedial affirmative action and hard work, plus the support and direction of many people enabled me to escape from that Ohio ghetto. Without the educational opportunities I would have been imprisoned by circumstances and conditions beyond my control. [...]

Everywhere you turn in the United States, remedial affirmative action is under assault. "Innocent", "angry" white men insist they are victims of "reverse discrimination", unfairly losing their jobs and other opportunities because of minority and gender preferences.

Public discussion in the United States often portrays affirmative action as primarily those policies that help "unqualified" blacks or other racial minorities attend schools, gain employment or elect representatives of their choice. Little is said or written about the remedial policies that help white women overcome centuries of economic exclusion or policies that aid small businesses operated by socially or economically disadvantaged persons, including white men.

Bryan K. Fair,  
*Notes of a Racial Caste Baby* (1999)

## Make sense

## 1. Before reading

- a. Read the title, the introduction and look at the photograph above.  
b. Tell the class what type of information you think you may obtain from the text.

2. Read the text and discuss whether or not it confirms your first impressions.

3. Read the text again down to line 42.

- a. Pick out:  
- elements referring to Bryan Fair's family background and childhood;  
- elements referring to what he is now;  
- his explanations for his success.  
b. Report your findings back to the class.

4. Read the last two paragraphs again. Say what you have understood about:

- anti-affirmative action supporters and their arguments;
- pro-affirmative action supporters and their arguments.

5. Summarise the writer's position and arguments in your logpage.

	Who	Back-ground	Arguments for	Reasons & examples for	Arguments against
"It worked for me" (p. 50)					

## Affirmative action

→ giving minorities, especially people of colour and women, preferences in admission to universities or employment in government & businesses.

## Desegregation busing

→ The transport of young people by bus to another area so that students of different races can be educated together.

## Over to you

6. List different categories of people who, in your view, don't have access to equal opportunities in France. Be prepared to justify your answers.  
7. A person belonging to one of these categories wants to tell his/her story. List some of the main points he/she may mention.

## RECAP

- Explain what remedial affirmative action is, who it was first intended for and who it is intended for nowadays.

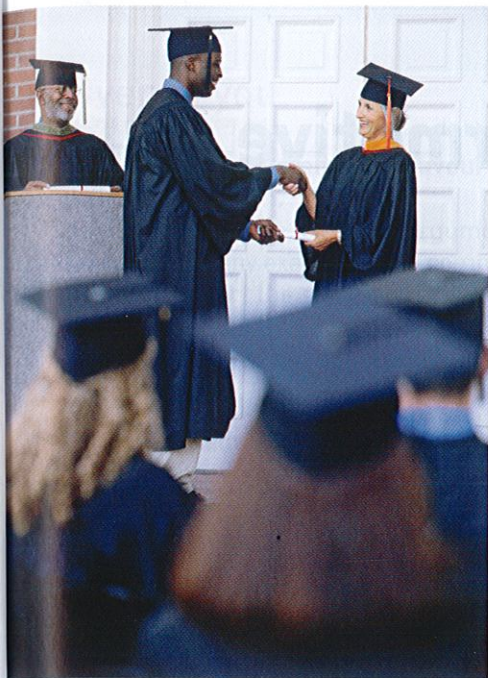
## LANGUAGE SKILLS

## Expressing obligation and prohibition

▶ Activity n° 2 p. 60

## Expressing consequence

▶ Activities n° 8-9 p. 61



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Expressing obligation and prohibition  
▶ Activity n° 2 p. 60

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▶ Activities n° 8-9 p. 61



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## Taking part in a debate

When you take part in a debate your objective is to gain the support of those listening to you. It is therefore very important to present your arguments clearly and with conviction.

On the CD you can listen to extended versions of the examples given below.



### 1 Stating the issue at stake and your standpoint

- Remind those who are listening to you of **both** sides of the issue being discussed.  
*We all know that there are people who feel strongly about...  
Some consider that... while others...  
Arguments have existed for many years about... /There are those in favour of...*
- Make it very clear which side of the debate you are defending.  
*I intend to show you that.../I am convinced that...*  
or if you are debating in a team:  
*We strongly believe that... /We are convinced that...*

### 2 Introducing your arguments

- Try and mention the opposing argument and then show that it is not true.  
*Many people think that... is not important, but in fact it is essential because...  
You may think that... but on the contrary...*

### 3 Answering your opponents' arguments

- It is important to show your opponent that you have heard his/her argument before continuing with yours.  
*So you think that... is a waste of... but you haven't thought of some of the reasons...*
- Using interrogative negative forms adds conviction to your arguments.  
*Don't you think that it would be better...?*
- Giving examples makes your arguments sound more convincing.  
*The easiest way to see this point is by remembering what happened to... a few years ago...*

### 4 Concluding

- Remind everyone of the issue, of your standpoint and make a list of your different arguments.  
*This debate is to decide whether or not...  
We firmly believe that... because... and... . What's more,...*



*"I'm so proud to be part of a profession that has never discriminated against women."*


**2. React to the following statement:**

*"All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents."*

*(John F. Kennedy (1917-1963), 35<sup>th</sup> President of the United States from 1961 to 1963)*

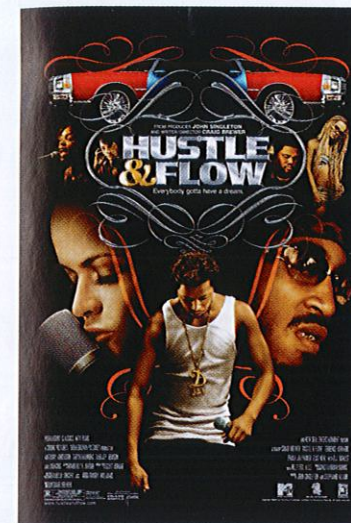
**3. Assess your work:**

Go to your **logbook** to:

- recap what you have done in Steps 1 and 2;
- assess your performance in the final project p. 59;
- practise further.  piste n° 16

**Affirmative Action**

**Films**



● **Hoop Dreams** (1994) – An extraordinary social documentary that followed the lives of two African-American boys in Chicago for five years from High School through to University. Both hope to get basketball scholarships and become professional players. *Hoop Dreams* probably tells you more about inner-city life in America than any other film.

● **Hustle & Flow** (2005) – Terence Howard was nominated for an Oscar for his portrayal of a Memphis street pimp who decides to make a better life for himself in the only way he can see open to him: by becoming a rapper.

● **Crash** (2004) – Critically-celebrated film about the tense race relations situation in Los Angeles. Telling several inter-connected stories, it follows a variety of characters over two days – a racist cop, a pair of car thieves who philosophise about race relations, a black film director and so on. Won the Oscar for Best Picture in 2006.

● **Erin Brockovich** (2000) – Julia Roberts is a delight in this true story about a working-class single mother who defied sexual prejudices to become a celebrated environmental activist.

● **The Secret Life of Bees** (2008) – A story about a white girl being raised by a black woman in racist South Carolina in 1964, based on the best-selling novel.



**Internet**

● **A Class Divided** – On the day after Martin Luther King Jr. was assassinated, an Iowa schoolteacher decided to give the white children in her class a lesson about the true nature of discrimination. To do this, she divided them into two groups – those with blue eyes and those with brown eyes. This celebrated documentary describes her experiment and the impact it had on the children's lives. Made by PBS, the 45 minute film can be seen on their website [www.pbs.org](http://www.pbs.org)

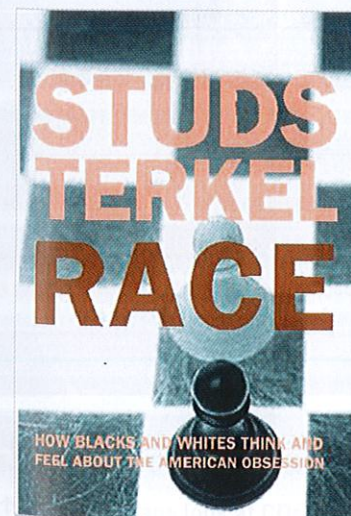
● **Barack Obama's speech in Philadelphia:** A key event in Obama's presidential campaign was the extraordinary speech he gave on the subject of race in America on March 18, 2008. The video and a full transcript is available on the website of the New York Times ([www.nytimes.com](http://www.nytimes.com))

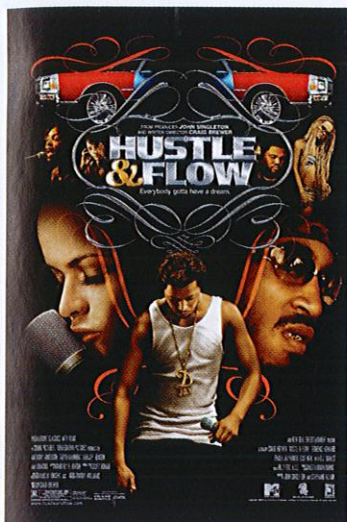
**Books**

● **Race** by Studs Terkel – If you want to know how blacks and whites genuinely view each other in the USA, there is no better book. Terkel's books are an invaluable set of 'oral histories'. This one features residents of Chicago of all classes and ethnic backgrounds giving their opinions on race relations.

● **Dreams from My Father** by Barack Obama – Obama's best-selling memoir in which he examines his own sense of racial identity is a beautifully written treatise on the subject.

● **To Kill A Mockingbird** by Harper Lee – Often taught in schools, this Pulitzer Prize-winning novel first published in 1960 has become a classic of American fiction dealing with race. Narrated through the eyes of a child, it concerns a white lawyer who defends a black man accused of rape in the American South.

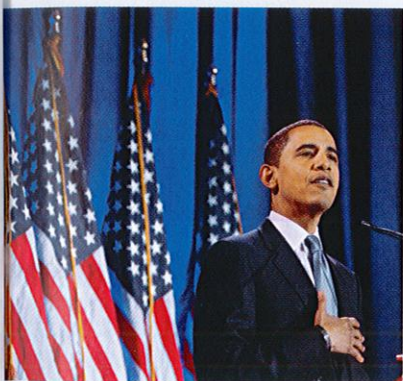




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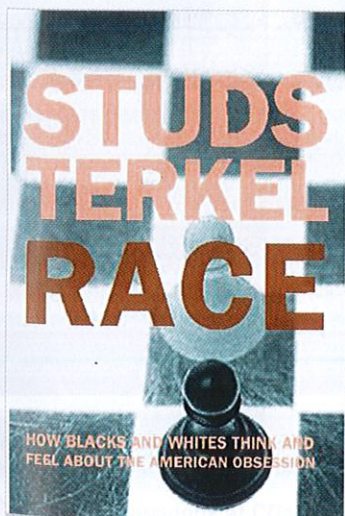
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