

Modèle CCYC : ©DNE

Nom de famille (naissance) :

(Suivi s'il y a lieu, du nom d'usage)

Prénom(s) :

N° candidat :

N° d'inscription :



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Né(e) le :

(Les numéros figurent sur la convocation.)

1..1

ÉVALUATION

CLASSE : Terminale

VOIE : ☐ Générale ☐ Technologique ☒ Toutes voies (LV)

ENSEIGNEMENT : ANGLAIS

DURÉE DE L'ÉVALUATION : 1h30

Niveaux visés (LV) : LVA **B2** LVB **B1**

CALCULATRICE AUTORISÉE : ☐ Oui ☒ Non

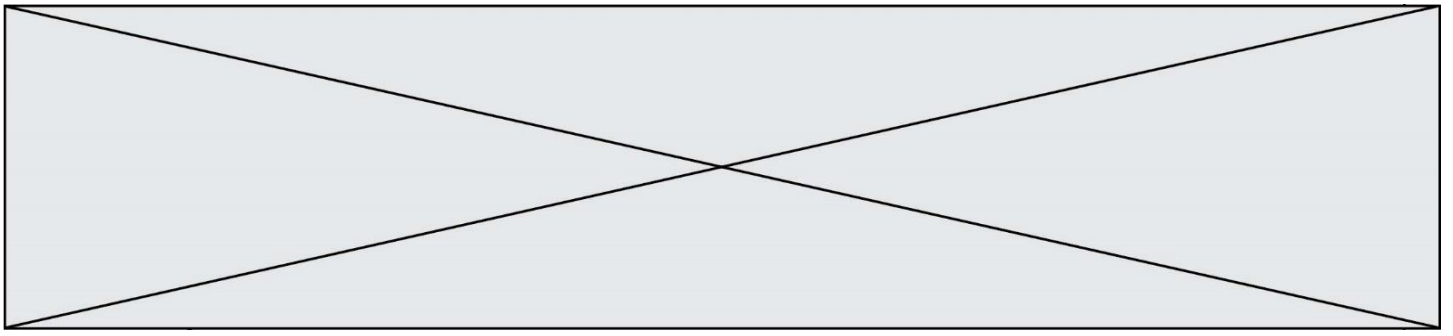
DICTIONNAIRE AUTORISÉ : ☐ Oui ☒ Non

☐ Ce sujet contient des parties à rendre par le candidat avec sa copie. De ce fait, il ne peut être dupliqué et doit être imprimé pour chaque candidat afin d'assurer ensuite sa bonne numérisation.

☐ Ce sujet intègre des éléments en couleur. S'il est choisi par l'équipe pédagogique, il est nécessaire que chaque élève dispose d'une impression en couleur.

☒ Ce sujet contient des pièces jointes de type audio ou vidéo qu'il faudra télécharger et jouer le jour de l'épreuve.

Nombre total de pages : 6



ANGLAIS – ÉVALUATION

Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur l'**axe 8** du programme : **Territoire et mémoire**.

Il s'organise en trois parties :

- 1. Compréhension de l'oral**
- 2. Compréhension de l'écrit**
- 3. Expression écrite**

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, ni citer votre nom, celui d'un camarade ou celui de votre établissement.

Vous disposez tout d'abord de **cinq minutes** pour prendre connaissance de **la composition** de l'ensemble du dossier et des **consignes** qui vous sont données.

Vous allez entendre trois fois le document de la partie 1 (compréhension de l'oral).

Les écoutes seront espacées d'une minute.

Vous pouvez prendre des notes pendant les écoutes.

À l'issue de la troisième écoute, vous organiserez votre temps (**1h30**) comme vous le souhaitez pour rendre compte **en français** du document oral et pour traiter **en anglais** la compréhension de l'écrit (partie 2) et le sujet d'expression écrite (partie 3).

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1.1

Les documents

Document vidéo

Titre : *Inside life on the Lakota Sioux reservation*

Source : ABC News – October 14, 2011

<https://www.youtube.com/watch?v=IJapHc7B8Xs>

Texte

'This is all stolen land': Native Americans want more than California's apology
Indigenous people hope governor's words to lead to action on land and water rights, education, justice and more

California's governor made history this week when he formally apologized to Native Americans, acknowledging the brutal genocide and "war of extermination" declared by the state's first governor in 1851.

While indigenous people across California welcomed the long overdue statement, many had a similar response: now what?

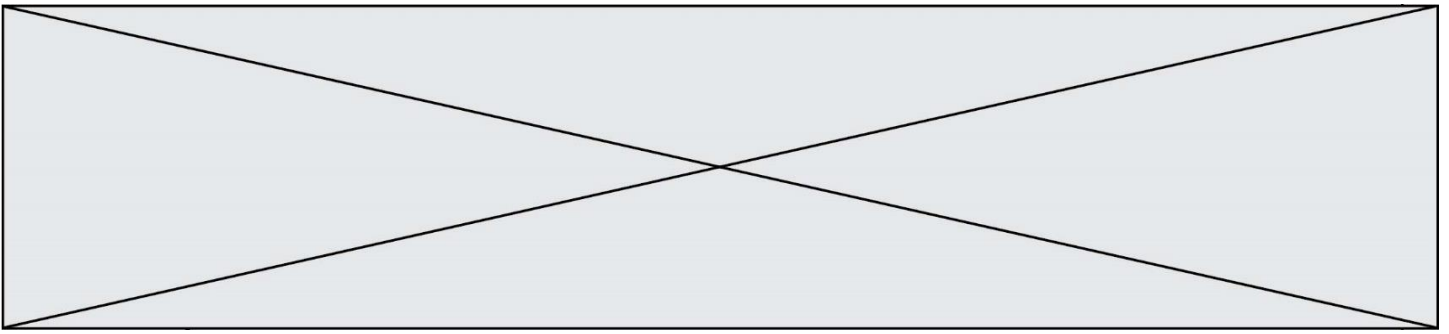
"An apology is great, but what does it look like in terms of moving into action?" said Morning Star Gali, a member of the Pit River tribe, in northern California. "We're still here. We're still fighting for recognition. We're fighting for the protection of our sacred places. We're fighting for visibility."

Some Native American leaders and activists are now pushing for Governor Gavin Newsom's apology to lead to a serious discussion about reparations for indigenous people.

Echoing the debate in Congress this week about reparations for black Americans, indigenous groups argue that government should compensate Native Americans for harms, some of which continue today. The state of California, indigenous leaders told the Guardian, should be looking at land and water rights, education, cultural revival, criminal justice and more.

Returning stolen land

Violence against Native Americans in California took place much more recently than in older American states on the east coast. In 1850, the state passed a law to



remove Native Americans from their lands, separate children from their families, strip people of their cultures and languages, and create a system of indentured servitude, Newsom said. [...]

25 Today, there are more than 100 federally recognized tribes in California – and many more that are unrecognized. More than 700,000 Native people live in the state. Restoring indigenous land rights would be one of the most direct and meaningful ways to right these wrongs, Native leaders said.

30 “This is all stolen land ... We are landless Indians in our own territory,” said Corrina Gould, a spokesperson for the Confederated Villages of Lisjan/Ohlone, a tribe that originated in the region that is now the San Francisco Bay Area and is not federally recognized.

“The only compensation for land is land,” Gould added, quoting the Native author Winona LaDuke.

35 Javier I Kinney, executive director of the Yurok tribe, along the Klamath river in northern California, said there were roughly 1m acres of Yurok ancestral territory outside of the tribe’s reservation land that the tribe would like to reacquire “so that we will be made whole”.

“Tribes have really had the key to that knowledge of how to sustainably manage and be the stewards of lands,” he added.

40 Some said reparations should also mean supporting the tribes still fighting for water rights in southern California.

Some local governments have recently returned land to indigenous owners, Morning Star Gali said, arguing that those processes should be replicated in the wake of the apology. In Sonoma County, known as California’s wine country, officials agreed
45 in 2015 to transfer nearly 700 acres of the Kashia Band of Pomo Indians’ ancestral lands back to the tribe.

“The day we took ownership was one of the most emotional experiences of my life,” said the tribe’s chairman, Reno Keoni Franklin, adding that California should now support similar efforts throughout the state. “Kashia created a blueprint to follow ... a
50 process that protects our sovereign rights and at the same time gives us back precious sites.”

Fixing education: ‘Tell the truth’

Tribal leaders also argued that school curricula should accurately depict California’s genocidal legacy – instead of glossing over the violence.

55 Roxanne Dunbar-Ortiz, author of *An Indigenous Peoples’ History of the United States* and a California State University professor emerita, argued that land seizures from

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1.1

Native tribes should be central to the US history curriculum. “Make that a requirement,” she said.

60 Dallas Goldtooth, campaigner with the Indigenous Environmental Network, said Native people had long been “erased from the narrative of California”. “California economically and politically wouldn’t be where it is if it wasn’t for the massive amount of land that was stolen,” Goldtooth argued.

Sam Levin, *The Guardian*, 21 June 2019
(abridged and adapted)

1. Compréhension de l’oral (10 points)

Vous rendrez compte, **en français**, de ce que vous avez compris du document.

2. Compréhension de l’écrit et de l’ensemble du dossier (10 points)

Compréhension du texte

Give an account of the text, **in English** and in your own words, focusing on:

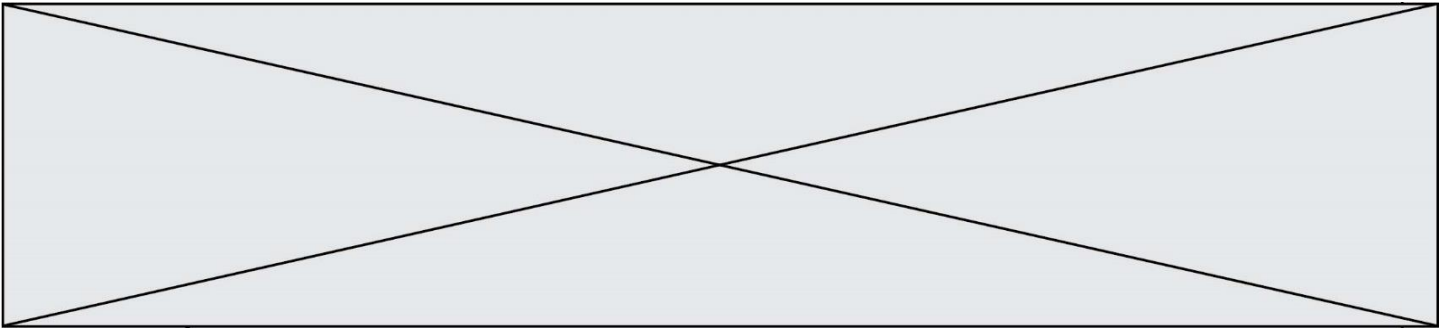
- the difficulties encountered by the various people mentioned,
- their claims and arguments about the land,
- the various points of view,
- how the demands to repair the school system can make a change.

Compréhension de l’ensemble du dossier (document vidéo et texte)

Consider the **two documents** and explain how far the acknowledgement of Native Americans’ heritage can give hope for their future.

3. Expression écrite (10 points)

Vous traiterez, **en anglais** et en **120 mots** au moins, l’un des deux sujets suivants, au choix.



Sujet A

You are the governor of California delivering a speech to apologize to Native Americans and acknowledge the prejudice that has been committed. Write down the speech.

Sujet B

As the saying goes: *“If you know where you come from, then you know where you’re going”*. From that perspective, does it appear that native people in America have a chance for a better future? Explain and justify your point of view.