

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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RÉPUBLIQUE FRANÇAISE

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'ÉPREUVE : 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 : 5

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1.1

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 : *Columbus and Indigenous People's Day*

Source : *Tampa Bay* (CBS-affiliated channel), October 10, 2021

- Texte

For Native Peoples, Thanksgiving Isn't A Celebration. It's A National Day Of Mourning¹

This year marks the 400th anniversary of pilgrims arriving at what's now known as Plymouth, Massachusetts.

The so-called first Thanksgiving has been celebrated and taught to schoolchildren as the origin story of what would later become the United States. But many Native Americans say Thanksgiving Day is a reminder of the slaughter² of millions of Indigenous people and the theft of their lands by outsiders.

The United American Indians of New England declared Thanksgiving a National Day of Mourning 50 years ago. In 1970, the descendants of the pilgrims wanted to hold a banquet to celebrate the anniversary of the Mayflower landing in Plymouth and asked a Wampanoag man named Wamsutta Frank James to make a speech, says his granddaughter, Kisha James.

The banquet organizers invited Wamsutta Frank James to speak on one strict condition: he needed to provide a copy of the speech in advance. Under the guise of editing for spelling and grammar, their true motivation was to check the content, Kisha James says.

Her grandfather's speech didn't praise the pilgrims as their descendants wanted.

"They told him that he absolutely under no circumstances could give the speech that he was planning on giving and they offered to write him a different speech," she says. "They were quite angry about the speech he wrote because it told the truth about Thanksgiving."

Wamsutta Frank James refused to give the edited speech, his granddaughter says. Instead, he and a group of supporters met atop Coles Hill in Plymouth on Nov. 27, 1970, to commemorate the first National Day of Mourning.

¹ Mourning : deuil.

² Slaughter : massacre.



25 While millions of fellow Americans carve turkeys to celebrate Thanksgiving, 21-year-old Kisha James attends the National Day of Mourning every year.

Many Indigenous people fast³ from sundown the night before to sundown the day-of to remember the hardship and genocide their ancestors faced, she says. The National Day of Mourning also engenders Indigenous unity, with people from around the world speaking at the event. [...]

30 This Thanksgiving, Kisha James asks non-Native people to educate themselves and their families on the real history of the holiday. "Take time to learn the tribe whose land you're on, then look into the tribe's struggles and donate to help", she says.

35 "Try to divorce your Thanksgiving celebrations from the Thanksgiving mythology," she says. "So no more pilgrims and Indians, no more teaching your children about the first Thanksgiving as we learn it in public school where it was a friendly meal."

"And don't only think about Indigenous people on Thanksgiving", she says.

40 As many Americans start to wake up to the realities of the Thanksgiving story, some people are receptive to learning the truth about the holiday and accept that what they learned in school is a lie, she says. But a significant amount of people accuse Indigenous people of trying to "ruin" the holiday and disrupt family celebrations, she says.

Kisha James says she doesn't object to families gathering to eat a meal together, but rather the false mythology surrounding the day.

45 "We're essentially extending our hand to these people and saying, here's the truth. If you want to learn the truth and accept the truth, come with us," she says. "And unfortunately, some people don't want to take our hand because they're committed to dying on the wrong side of history."

Revisiting her grandfather's rejected speech five decades later, Kisha James is reminded that Native Americans are fighting the same battles today.

50 "Part of it gives me hope because this is a visionary speech. It's envisioning a better America, a better world for Native Americans," she says. "But at the same time, my grandfather's vision has still not come true 50 years after the speech. And so it just reminds me that we have a lot of work to do and we still have a long way to go for Native Americans to reclaim our proper place in this country." [...]

Adapted from *WBUR*, November 25, 2020

³ To fast : jeûner.

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1.1

1. Compréhension de l'oral (10 points)

En rendant compte, **en français**, du document, vous montrerez que vous avez identifié et compris :

- la nature et le thème principal du document ;
- la situation, les événements, les informations ;
- les personnes , leur fonction ou leur rôle et, le cas échéant, leurs points de vue ;
- les éventuels éléments implicites ;
- le but, la fonction du document (relater, informer, convaincre, critiquer, dénoncer, divertir, etc.).

2. Compréhension de l'écrit (10 points)

Give an account of the text, **in English** and in your own words, paying attention to:

- Wamsutta Frank James's story;
- the goal of the National Day of Mourning;
- the various issues faced by Native Americans today;
- Kisha James's recommendations.

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 writing an email to your family and friends to invite them over for Thanksgiving. Explain to them the importance of such a celebration using one of the following notes.

Main reason(s)
History and memory

Main reason(s)
Family and friendship

Main reason(s)
Nation and unity

Sujet B

Kisha James says, "Try to divorce your Thanksgiving celebrations from the Thanksgiving mythology" (line 33). Discuss.