

THE DISCOVERY OF A DIARY

Classe : 2^{nde}

Niveau : A2→B1

Activité langagière dominante : EE

Domaine : S'informer et comprendre- Société-Multicultural issues (ethnic groups)

A2 : Peut écrire une série d'expressions et de phrases simples reliées par des connecteurs simples tels que « et », « mais » et « parce que ».

(Écriture créative) Peut faire une description brève et élémentaire d'un événement, d'activités passées et d'expériences personnelles.

B1 : Peut écrire des textes articulés simplement sur une gamme de sujets variés dans son domaine en liant une série d'éléments discrets en une séquence linéaire.

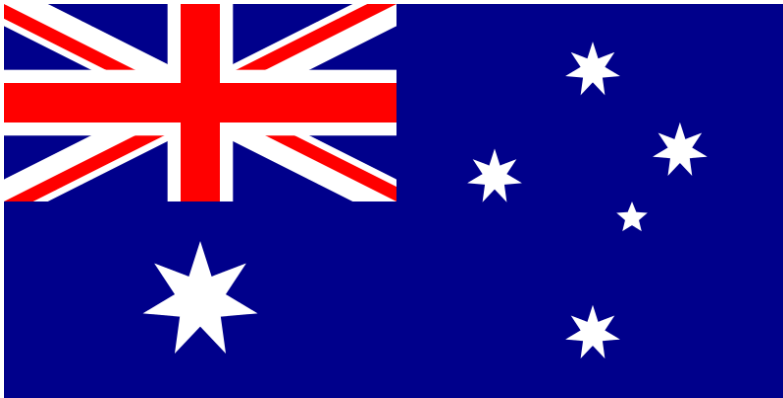
(Écriture créative) Peut raconter une histoire.

Tâche finale : Vous retrouvez le journal intime de Molly. Vous décidez d'écrire dans le journal de votre lycée, de témoigner et raconter son histoire. Dans un premier temps, vous parlerez de ses origines, son groupe ethnique et de sa famille. Ensuite, vous parlerez de l'injustice qu'elle a eue à subir à son époque. Vous conclurez en faisant un lien avec une histoire similaire d'une personne de votre entourage et de votre époque.

Nombre de séances : 2

Durée : 4 heures et une heure d'évaluation en classe.

Séance	Supports	AL	Tâches élémentaires	Compétences linguistiques			Compétences culturelles et sociolinguistiques
				Grammaire	Lexique	phonologie	
1 (2h)	Doc anticipation : carte d'Australie et photo d'Uluru Film <i>Rabbit-proof fence</i> (trailer) http://www.youtube.com/watch?v=Lbnk8wSVMaM (à partir de 0.20'')	EE CO	Comprendre le résumé d'un film lié à un aspect culturel et/ou civilisationnel du pays.	Passive voice: cannot be left, be given Comparatif d'égalité	Half-caste Aborigines Aboriginal Ethnic groups Emotions (adjectives)	Aborigines Aboriginal peoples	Aborigènes d'Australie
2 (2h)	<i>The Guardian</i> <i>Rabbit-Proof Fence</i> : rewatching classic Australian films http://www.theguardian.com/film/australia-culture-blog/2013/dec/20/rabbit-proof-fence-rewatching-classic-australian-films	CE-EE	Comprendre la structure et l'essentiel d'un compte-rendu ou d'une critique	GN complexes -ordre des mots dans un nom composé		« ing »	Stolen generation
3	EVALUATION EN EE						



Sources : http://commons.wikimedia.org/wiki/File:Flag_of_Australia.svg
http://commons.wikimedia.org/wiki/File:Uluru,_helicopter_view,_cropped.jpg



Source : <http://en.wikipedia.org/wiki/File:Forrester-Kangaroo-mob.jpg>

E.E.

ACTIVITY 1. Complete the following sentence:



Photo extracted from the film *Rabbit-Proof Fence*

• Molly is...

- a) An Indian
- b) An Aborigine
- c) A Mexican

• Now, give a definition by reordering the following words: peoples-Australia- native-member-

An ----- is a ----- of any of the ----- of -----
.

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C.O.









Watch the trailer *Rabbit Proof Fence*

I/ THE FACTS

ACTIVITY 2. Complete the following chart and make sentences. You can use the word box below.

Photos extracted from the trailer: <i>Rabbit-Proof Fence</i> .	What happens?
	<p>Réponses possibles :</p> <p>The white man kidnapped the Aboriginal children. The Aboriginal children are separated from their family.</p>
	<p>Molly feels sad/lonely/miserable because she is imprisoned. Molly is put in a camp because of her origins.</p> <p>To imprison : /ɪm'prɪzn/ Miserable : /'mɪzərəbl/</p>

WORD BOX

							
HURT	LONELY	MISERABLE	SAD	SHOCKED	FRIGHTENED	CONFUSED	TORN APART

C.O.









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II/ ACTIVITY 3

THE REASONS OF HER CAPTIVITY



LISTEN TO HIM (0.34- 1.18)

Right (R) or wrong (W) ? Justify your answer

- a/ Every Aboriginal born in this state doesn't need **to be controlled**.
- b/ The half-casts **can be left** as they are.
- c/ Our task is to take them from their primitive world.
- d/ Hundreds of half-cast children **have been gathered up** to be given the benefit of everything our culture has to offer.

Word box :

To gather = to bring into one group

Half cast =

React and say if for the white man Aboriginal people are as equal as him ?

"After a few days you'll feel quite at home".

RECAP:

Firstly, this document is a trailer. It is about the Aborigines who are native peoples of Australia. We can see Aboriginal children who **are separated** from their family and **sent** to a camp because they are half-caste. Indeed, as they have one white and one Aboriginal parent the white man decided to educate them. For him, Aboriginal peoples are not **as** equal **as** him.

Source : Film *Rabbit-proof fence* (trailer)

<http://www.youtube.com/watch?v=Lbnk8wSVMaM>

***Rabbit-Proof Fence*: rewatching classic Australian films**

Phillip Noyce's 2002 film *Rabbit-Proof Fence*, a hard-hittingⁱ Australian drama based on the real-life story of three members of the stolen generations who undertookⁱⁱ a long and perilous on-foot journey to return to their mother [...]

Molly (Everlyn Sampi), Gracie (Laura Monaghan) and Daisy (Tianna Sansbury) hopelessly try to run away from government representatives sent to snatchⁱⁱⁱ them and remove them from their family. The kids are taken to a boarding house where they speak in their native tongue and are told: "We don't talk that jabber^{iv}, we talk English." They escape and follow the eponymous fence, using it as a guide to get home.

Kenneth Branagh plays AO Neville, a browbeating public servant who lingers^v ominously on the peripheries of the story, pounding^{vi} his fists and hollering^{vii} about eradicating "half-castes" from existence. If Neville adds a hard heart to the story, moments of kindness from random characters soften it. A woman who catches one of the girls stealing eggs gives them food and blankets. A camper provides advice that saves them a hundred or so miles of walking.[...]

Another occurs at a remote train station where Gracie strays from the group. She strolls down^{viii} overgrown train tracks and is interrupted by authorities, who arrive and bundle^{ix} her into a car. Gracie stares out the back window at Molly and Daisy crouched behind a large wooden log. Molly says: "She gone. She not coming back." So much of the film is encapsulated in that moment: the unbreakable bond between family ; the trauma of being separated; the powerlessness of individuals in the face of government oppression. [...]

While films about Indigenous people often carry commentaries on racial prejudice and inequality (such as *Walkabout*, *Toomelah*, *Red Hill* and *Australian Rules*), it is rare for them to tackle these issues with such powerful polemic. It is impossible to watch *Rabbit-Proof Fence* and not be in some way affected by it. [...]

Source : www.theguardian.com/film/australia-culture-blog/2013/dec/20/rabbit-proof-fence-rewatching-classic-australian-films

ⁱ Hard-hitting : cogneur

ⁱⁱ To undertake :entreprendre

ⁱⁱⁱ To snatch : saisir

^{iv} To Jabber: bredouiller

^v To linger :s'attarder

^{vi} To pound :frapper-taper

^{vii} To holler : hurler

^{viii} To stroll : se balader

I/ GENERAL COMPREHENSION

1. GIVE A TITLE TO EACH PARAGRAPH. UNDERLINE THE KEY WORDS IN EACH PARAGRAPH.

- a. The girls are separated from each other.
- b. The story at the origin of the film.
- c. Some nice characters help the girls.
- d. Rabbit-Proof Fence: a heart-touching film.
- e. A presentation of the sequences of the film.

2. THE PEOPLE: FILL IN THE CHART WITH THE RIGHT NAMES.

Film producer	-
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The main characters	
Their screen names	Their real names
-	-
-	-
-	-
-	-
The secondary characters	
-	-
-	-

II/ DETAILED COMPREHENSION

3. FIND THE EXPRESSIONS DEFINED HERE IN THE TEXT.

The name given to a group of Australian children who were taken away from their families, §1

A place where many children live together, work and sleep in dormitories, §2

A major element from the movie which name is used in the title, §2

The name given to the people who work for the state, §2 and §3 (2 expressions)

The name given to the people born from an Aboriginal and a white person, §3

4. ANSWER THESE QUESTIONS ON PARAGRAPHS 4 AND 5.

1-What happens at the beginning of §4? Choose between the 3 possibilities.

- a- The policemen hide behind a tree to surprise the three girls and arrest them.
- b- One of the girls loses track of the two others and is taken back by the authorities.
- c- The three girls are coming back home.

2-What are the main themes approached in this film? (List 5 of them)

-
-
-
-
-

3-Is *Rabbit-Proof Fence* a moving film? Justify.

Grille d'évaluation EE

OBJECTIFS	A	EA	NA	POINTS
<p>◇ETAPE 1</p> <p><u>Vous expliquez votre découverte:</u> (2 phrases)</p> <ul style="list-style-type: none"> •vocabulaire du journal intime. /0.5 •vocabulaire de la découverte /0.5 •Utilisation de GN complexe ou génitif /1 • Phrase correcte /1.5 				
<p>◇ETAPE 2</p> <p><u>Vous expliquez l'origine de Molly :</u> (2 phrases)</p> <ul style="list-style-type: none"> •Vous définissez les Aborigènes /1.5 •Vocabulaire (Aboriginal, Aborigines, ethnic group, Australia...) /0.5 •Utilisation de subordonnées relatives (who, where...) /0.5 •Utilisation de la voix passive /0.5 				
<p><u>Vous expliquez l'histoire de Molly et de sa famille et la souffrance endurée.</u> (2 phrases)</p> <ul style="list-style-type: none"> •Utilisation d'au moins 2 adjectifs (torn apart, hurt, ...) /1 •Utilisation du comparatif d'égalité /0.5 •Histoire racontée correctement /2 				
<p>◇ETAPE 3</p> <p><u>Vous réagissez sur son histoire :</u> (2 phrases)</p> <ul style="list-style-type: none"> •Utilisation du vocabulaire vu dans la fiche « give my impressions, ideas » /0.5 •Bonne utilisation du vocabulaire (3 expressions attendues) /1.5 •Phrase correcte /2 				
<p><u>Vous faites un lien avec une histoire similaire qui vous a marqué(e)</u></p> <ul style="list-style-type: none"> •Utilisation du prétérit /1 •Anecdote racontée /1.5 •Donner son point de vue /2 				
<p>◇STRUCTURE ET PRESENTATION</p> <p>Utilisation de mots connecteurs (au moins 3) /0.75</p> <p>Paragraphes distincts. /0.25</p> <p>Ecriture soignée /0.5</p>				
TOTAL				/20