

Step 2: ROSA PARKS

Objectif: Relater des événements passés et poser des questions.

1. ANTICIPATION : Look at the photos. What was segregation?

During segregation, black and white people

For instance, black people couldn't

If you were black, it was forbidden to

If you took the bus, it wasn't allowed to

Q. What do these things have in common?



A place at the table



An education



A A

2. MEET ROSA PARKS! Read the text below. In the first paragraph, put the verbs in the PRETERIT TENSE



Rosa Parks, the icon of the American civil rights movement, _____ (to die) aged 92. She _____ (to refuse) to give up her seat to a white man on an Alabama bus in 1955 and it _____ (to start) a revolution in the US civil rights movement. She _____ (to be) one of the first people to challenge America's segregation laws. Ms Parks _____ (to pass away) in her sleep at her home in Detroit. She _____ (to suffer) from the effects of old age in recent years and rarely _____ (to appear) in public. The mayor of Detroit _____ (to praise) her courage and strength. He _____ (to say) she was a symbol of the civil rights movement. He also said: "Just by a simple act of sitting down she stood up for so many people."

Ms Parks is called the mother of America's civil rights movement. In 1955, she was a 42-year-old department store worker in Montgomery, Alabama. She caught a bus and sat down. Soon after, a white man got on and had to stand. The law required black passengers to make room for white passengers. Ms Parks refused to move, saying: "No. I'm tired of being treated like a second-class citizen." She was arrested and fined \$10. This incident sparked the famous bus boycott that lasted 381 days. It also led to the end of segregation laws throughout America's South.

3. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- a. Rosa Parks was an icon of America's rights and wrongs movement. T / F
- b. She was one of the first people to challenge segregation in the 1950s. T / F
- c. She recently made many public appearances. T / F
- d. Her simple act of standing up helped many people to sit down. T / F
- e. She asked a white man on a bus if she could sit on his seat. T / F
- f. U.S. law required black passengers to give their seats to white people. T / F
- g. She was arrested and sent to prison for 381 days. T / F
- h. Laws were changed in North America. T / F

4. GRAMMAR: In paragraph 2, HIGHLIGHT all the verbs in the PRETERIT TENSE. Then CLASSIFY the verbs in this grid:

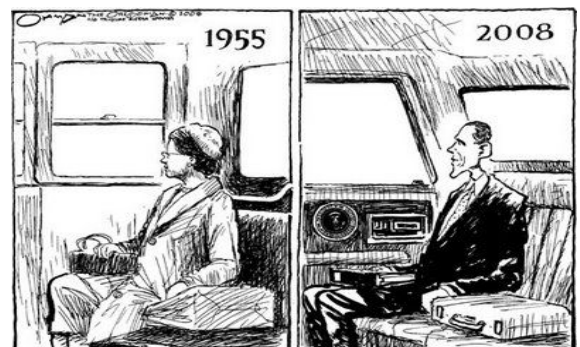
.....

REFLECHISSONS: quelle est la différence entre les 2 parties du tableau?

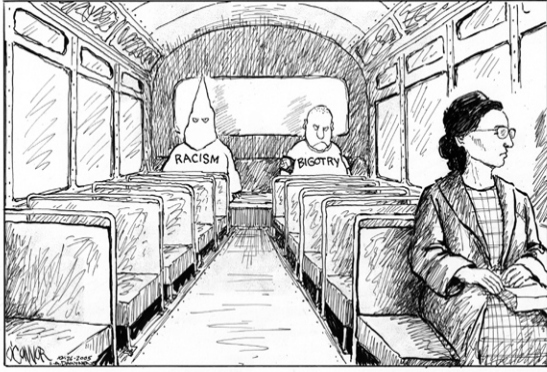
5. GRAMMAR: Re-order the words to create questions.

- a) old / Rosa Parks / was / how / in 1955?
- b) Rosa Parks / did / what / in the bus / to do / refuse?
- c) last / the bus boycott / how long / did ?
- d) happen / the bus boycott / did / where ?

REFLECHISSONS: quel mot porte la marque du passé dans une question?



FINALE TASK



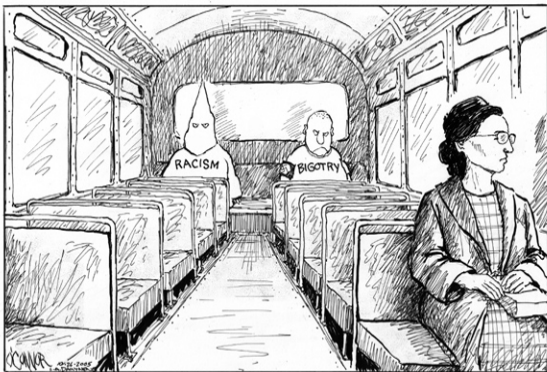
WRITE :

Imagine you are a journalist. You are interviewing Rosa Parks about her refusal to give up her seat in 1955. Write the dialogue. Ask her 5 questions and imagine her 5 answers.

→ Utilise tout ce que l'on a vu dans la séquence, notamment le vocabulaire des émotions.

→ N'oublie pas de mettre tes verbes au PRETERIT (attention au marqueur du passé dans les questions).

FINALE TASK



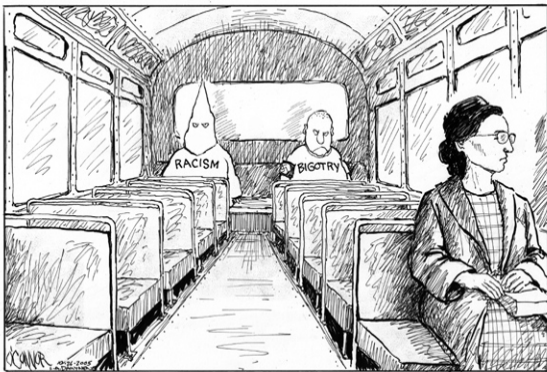
WRITE :

Imagine you are a journalist. You are interviewing Rosa Parks about her refusal to give up her seat in 1955. Write the dialogue. Ask her 5 questions and imagine her 5 answers.

→ Utilise tout ce que l'on a vu dans la séquence, notamment le vocabulaire des émotions.

→ N'oublie pas de mettre tes verbes au PRETERIT (attention au marqueur du passé dans les questions).

FINALE TASK



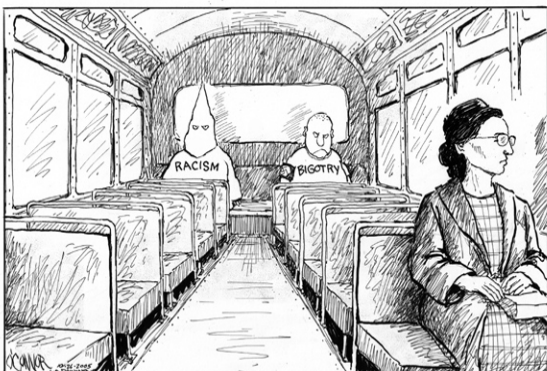
WRITE :

Imagine you are a journalist. You are interviewing Rosa Parks about her refusal to give up her seat in 1955. Write the dialogue. Ask her 5 questions and imagine her 5 answers.

→ Utilise tout ce que l'on a vu dans la séquence, notamment le vocabulaire des émotions.

→ N'oublie pas de mettre tes verbes au PRETERIT (attention au marqueur du passé dans les questions).

FINALE TASK



WRITE :

Imagine you are a journalist. You are interviewing Rosa Parks about her refusal to give up her seat in 1955. Write the dialogue. Ask her 5 questions and imagine her 5 answers.

→ Utilise tout ce que l'on a vu dans la séquence, notamment le vocabulaire des émotions.

→ N'oublie pas de mettre tes verbes au PRETERIT (attention au marqueur du passé dans les questions).

After slavery ended in the USA in 1865, Afro Americans gained many rights, they became citizens and could vote. But starting in 1890, Southern Democrats began to pass state laws that took away these rights. These racist laws became known as *Jim Crow laws*. For example, they included:

- Laws that made it impossible for blacks to vote.
- Laws that required racial segregation - separation of blacks and whites. For example, blacks could not: Go to the same schools, restaurants, or hospitals as whites; They couldn't use the same bathrooms as whites or drink from the same water fountains or sit in front of whites on buses

In 1896, the United States Supreme Court ruled in a case called *Plessy v. Ferguson* that these laws were legal. They said that having things be "separate but equal" was fine. In the South, everything was separate. However, places like black schools and libraries got much less money and were not as good as places for whites. Things were separate, but not equal.

Violence against black people increased. Individuals, groups, police, and huge crowds of people could hurt or even kill African Americans, without the government trying to stop them or punishing them. Lynchings became more common.