

ÉPREUVE DE LEÇON

Première partie :

Vous procéderez à la présentation, à l'étude et à la mise en relation des trois documents proposés (A, B et C, non hiérarchisés).

Seconde partie :

Cette partie porte sur les documents B et C.

A partir de ces supports, vous définirez des objectifs communicationnels, culturels et linguistiques pouvant être retenus dans une séquence pédagogique en classe de seconde, en vous référant aux programmes. En vous appuyant sur la spécificité des documents, vous dégagerez des stratégies pour développer les compétences de communication des élèves.

DOC A

Who actually gained from that victory over England? It's very important to ask about any policy, and especially about war: Who gained what? And it's very important to notice differences among the various parts of the population. That's one thing we were not accustomed to in this country because we don't think in class terms. We think, "Oh, we all have the same interests." For instance, we think that we all had the same interests in independence from England. We did not have all the same interests.

Do you think the Indians cared about independence from England? No, in fact, the Indians were unhappy that we won independence from England, because England had set a line—in the Proclamation of 1763—that said you couldn't go westward into Indian territory. They didn't do it because they loved the Indians. They didn't want trouble. When Britain was defeated in the Revolutionary War, that line was eliminated, and now the way was open for the colonists to move westward across the continent, which they did for the next 100 years, committing massacres and making sure that they destroyed Indian civilization.

So when you look at the American Revolution, there's a fact that you have to take into consideration. Indians—no, they didn't benefit.

Did blacks benefit from the American Revolution?

Slavery was there before. Slavery was there after. Not only that, we wrote slavery into the Constitution. We legitimized it.

What about class divisions?

Did ordinary white farmers have the same interest in the revolution as a John Hancock or Morris or Madison or Jefferson or the slaveholders or the bondholders? Not really.

It was not all the common people getting together to fight against England. They had a very hard time assembling an army. They took poor guys and promised them land. They browbeat people and, oh yes, they inspired people with the Declaration of Independence. It's always good, if you want people to go to war, to give them a good document and have good words: life, liberty, and the pursuit of happiness. Of course, when they wrote the Constitution, they were more concerned with property than life, liberty, and the pursuit of happiness. You should take notice of these little things.

There were class divisions. When you assess and evaluate a war, when you assess and evaluate any policy, you have to ask: Who gets what?

We were a class society from the beginning. America started off as a society of rich and poor, people with enormous grants of land and people with no land. And there were riots, there were bread riots in Boston, and riots and rebellions all over the colonies, of poor against rich, of tenants breaking into jails to release people who were in prison for nonpayment of debt. There was class conflict. We try to pretend in this country that we're all one happy family. We're not.

Howard Zinn, "Untold Truths about the American Revolution", *The Progressive*, July 2009

DOCUMENT B



Jon McNaughton, *One nation under God*, 2009

DOCUMENT C

Let America Be America Again, Langston Hughes, 1936

(...)

I am the poor white, fooled and pushed apart,
I am the Negro bearing slavery's scars.
I am the red man driven from the land,
I am the immigrant clutching the hope I seek—

5 And finding only the same old stupid plan
Of dog eat dog, of mighty crush the weak

I am the young man, full of strength and hope,
Tangled in that ancient endless chain
Of profit, power, gain, of grab the land!

10 Of grab the gold! Of grab the ways of satisfying need!
Of work the men! Of take the pay!
Of owning everything for one's own greed!

I am the farmer, bondsman to the soil.
I am the worker sold to the machine.

15 I am the Negro, servant to you all.
I am the people, humble, hungry, mean—
Hungry yet today despite the dream.

Beaten yet today—O, Pioneers!

I am the man who never got ahead,
20 The poorest worker bartered through the years.

Yet I'm the one who dreamt our basic dream
In the Old World while still a serf of kings,
Who dreamt a dream so strong, so brave, so true,
That even yet its mighty daring sings
25 In every brick and stone, in every furrow turned
That's made America the land it has become.

O, I'm the man who sailed those early seas
In search of what I meant to be my home—
For I'm the one who left dark Ireland's shore,
30 And Poland's plain, and England's grassy lea,
And torn from Black Africa's strand I came
To build a "homeland of the free."

The free?

35 Who said the free? Not me?
Surely not me? The millions on relief today?
The millions shot down when we strike?
The millions who have nothing for our pay?
For all the dreams we've dreamed

40 And all the songs we've sung
And all the hopes we've held
And all the flags we've hung,
The millions who have nothing for our pay—
Except the dream that's almost dead today.

45 O, let America be America again—
The land that never has been yet—
And yet must be—the land where every man is free.
The land that's mine—the poor man's, Indian's, Negro's, ME—
Who made America,

50 Whose sweat and blood, whose faith and pain,
Whose hand at the foundry, whose plow in the rain,
Must bring back our mighty dream again.

Sure, call me any ugly name you choose—
The steel of freedom does not stain.

55 From those who live like leeches on the people's lives,
We must take back our land again,
America!