

10 Idle no more!

DIVERSITÉ ET INCLUSION

How are the First Nations
making their voices heard?



Empire of Dirt, Peter Stebbings (2013)

SCENARIO

The First Nations have been struggling for a long time to find their place in Canadian society. Today Indigenous Canadians are facing a challenge: how to fit in and at the same time keep their heritage.

FINAL TASK

Give an official speech about the First Nations



ANTICIPATE

vidéo 15

a. Look at the still from "Empire of Dirt". Define the general atmosphere.

b. Watch the trailer. What do the three women have in common?

c. What can you infer about Indigenous people today?

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- Aboriginal = Indigenous = Native
- First Nations = the various groups of Aboriginal Canadians
- a people: un peuple
- to portray = to depict

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DOCUMENTS

1 Residential schools



Fiche
PÉDAGOGIE DIFFÉRENCIÉE

↑ Thomas Moore before and after his entrance into the Regina Indian Residential School in Saskatchewan (1874)

My first contact with white kids was in grade seven, when kids from the residential school were bussed into town so we could go to a public school. We didn't want to be there, and it was pretty clear that white kids didn't want us to be there either. Social Studies was the worst class, because Indians were sometimes its subject. I didn't know who the Iroquois were, or who the Hurons were (no other Indians were mentioned in those classes), but I knew they were Indians and so was I. They were savage people, the Indians we learned about in the Social Studies class.

Residential school kids were not to associate with reserve kids—many of whom, where I li-

ved, were my close relatives. The rule was that we couldn't go within ten feet of the chicken-wire fence separating the schoolyard from the reserve. Reserve kids, we were told again and again, were dirty and useless. This was a problem for me, because in the summer I lived on the other side of the fence: for a couple of months every year, I was a reserve kid.

I was in that school for nine years. When I got out of there it was like getting out of jail.

We saw the same movies in that school that white kids did: westerns; and, like them, we cheered on the cowboys or the cavalry. We too played Cowboys and Indians—and we all wanted to be cowboys.

↑ The Imaginary Indian, Daniel Francis (1992)

ANTICIPATE

- Look at the pictures and read the caption. **Imagine** what a residential school was and what happened to Thomas Moore.
- Read the first paragraph of the text. **Present** the narrator.
- Read the rest of the text. **Make a list** of the problems he had to face.



- Explain why “[they] all wanted to be cowboys” (l. 29-30).
- In groups, explain the main goals of residential schools. How do you feel about the residential school system?

They probably intended to...
They made children + V...



2 A protest movement

ANTICIPATE

- a. **Look at** the picture and **react to it**.
Spot and **explain** the different symbols and the texts.

It might be a movement against...
The feather probably stands for...

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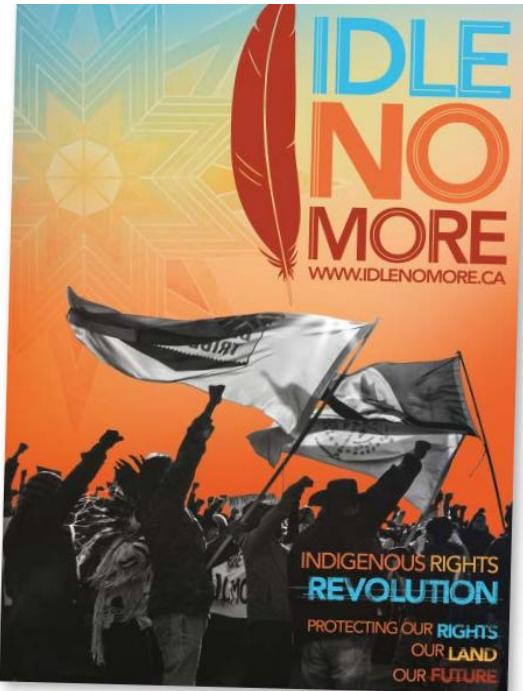
- b. **Listen to** the first part of the audio.
In pairs, **answer** the following questions.
1. Who started the movement?
2. What did they react against?
3. What did they fear?
4. How did the movement spread?

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- c. **Listen to** the second part and **take notes**.
Explain how "Idle No More" is different from other Aboriginal protest movements.

The "Idle No More" protest is... whereas...
In 1990, they...

- d. Can you think of other actions to make themselves heard? Which way of protest could be more effective?



Idle No More, Marion Green (2017)



3 Fighting stereotypes

- a. **Watch** the video.

Take notes about: **Jeska Slater** and the **Young Artist Warriors**.

- b. **Watch** the video again.

Take notes about:

1. her goal,
2. the reason why she started the project,
3. her opinion about National Aboriginal Day.

- c. **Share** the information with a partner.

- d. **Write** a short text presenting Jeska Slater for her Wikipedia page.



I am Indigenous, CBC (2017)

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- fair ≠ unfair
- idle /'aɪdəl/ = not active
- mistreated
- peaceful /'pi:cfəl/ ≠ violent
- a gift = a talent
- an injustice
- to assert your rights /ə'sɜ:t/
- to assimilate
- to bring visibility to
- to demonstrate /demonstreɪt/ = to march: manifester
- to feel torn between: être déchiré entre
- to foster = to promote
- to honour /'ə:nər/ = to pay a tribute to
- to struggle /'strægəl/: lutter, arriver à faire qqch
- to tackle /tækəl/ / to address a problem

- « Faire faire » et « laisser faire » → p. 199

Jeska makes people see Indigenous culture differently. Residential school teachers didn't let Indigenous children stay with their parents.

- Le présent et le passé en be + V-ing → p. 187

The First Nations were living on their territory when Canadians came and took their children to residential schools.

4 An Aboriginal figurehead



↑ Krystal Abotossaway is a part of a trend seeing Aboriginal women taking strides in the labour market.

Her dream now? "My goal is to become senior in the private sector so that all industries are represented, and there are Aboriginal people at the table, on the boards, and at those decision-making places. I think that's where I see myself."

Ms. Abotossaway is one of a growing number of Aboriginal women who are transforming Canada's labour market, outperforming other groups in recent years and narrowing the gap in employment and participation rates along with wage growth.

What's more, many are landing good jobs. Employment growth has been "particularly high" in knowledge-based sectors such as finance, education and professional services, which tend to be higher-paying industries. (...)

"I think Aboriginal women have more opportunities now than ever before," said Patricia Baxter, who works as an Ottawa-based consultant on Aboriginal issues. She has been self-employed for two decades, and says she's seen entrepreneurship, in particular, spike.

↑ Aboriginal women lead the way in Canada's labour markets, The Globe and Mail (2015)

ANTICIPATE

a. Look at the picture.

Describe the woman (look, clothes, expression...).

Guess her job.

From the way she dresses, I'd say she...

b. Read the first three paragraphs.

Write a short CV for Kristal (personal details, education, work experience...).

c. Focus on the last three paragraphs.

Present the situation of aboriginal women in the Canadian job market.

Aboriginal women are increasingly /
more and more...

MEDIATION

d. Look for information about one of the following Aboriginal Canadian women:

Lucie Idlout, Nahanni Fontaine, Susan Aglukark or Alanis Obomsawin.



Prepare a short oral presentation.

Lucile Idlout is a Canadian singer
songwriter from...

So far, she has published...

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- the **labour market** = the **job market**
- to **aspire to a better life** /ə'sparər/
= to want a better life
- to **fit in** = to find one's place
- to **land a job** = to get a job
- to **lead the way**: ouvrir la voie
- to **narrow the employment gap** /im'plɔːmənt/
= to close the gap
- to **open doors** = to give opportunities
- to **prove sb wrong**: donner tort à qqn
- to **succeed** /sək'si:d/ = to be successful /sək'sesfʊl/

VOCABULARY

→ Banque d'exercices p. 167



angry	cultural appropriation
dispossessed	an injustice
idle	a prejudice ≈ a stereotype
impoverished	a residential school
mistreated	to assimilate
offended	to be excluded
unfair	feel
uprooted	to feel torn between
	to force sb to do sth oblige

confident	to break a stereotype
inspirational	to find one's place = to fit in
optimistic	to get past an abuse
peaceful	to land a job
trustful	to get to lead the way
	to open doors = to give opportunities
	to narrow the employment gap

EXCLUSION

INCLUSION

FIRST NATIONS

PRIDE

PROTEST

Aboriginal = Indigenous = Native
to bring visibility
to celebrate one's cultural heritage roots
to foster = to promote
to highlight
to honour = to pay (a) tribute to
to look back
to succeed

peaceful ≠ violent
rightful = legitimate
to address a problem
to deal with
to tackle
to block roads

to fight for one's rights
to protest ≈ to demonstrate
≈ to march
to raise awareness
to reclaim
to take action

Make your own mind map

Make a mind map with the words and expressions that show how the situation of Indigenous students and young people in Canada has evolved.

PREPARATION TIME

How to give a convincing speech

• Préparez le discours

- a. Pensez à votre auditoire :
 - que voulez-vous lui dire ?
 - quel ton faut-il adopter ?
 - comment le convaincre ?
- b. Sélectionnez des idées importantes et trouvez des éléments précis (noms, chiffres) qui donneront du poids à vos arguments.

• Structurez votre discours

Utilisez un brouillon pour organiser votre discours. N'oubliez pas les points suivants :

- Salutations et présentation de votre sujet : **Ladies and Gentlemen, thank you for being here...; I am here today to talk about...**
- Présentation de vos idées dans un ordre précis, en gardant le plus important pour la fin : **First..., Second..., Third..., Finally...**
- Conclusion et remerciements : **To conclude..., Thank you for listening...**

• Travaillez la formulation

Utilisez des figures de style comme la répétition, l'anaphore, les questions rhétoriques, etc. pour capter l'attention des auditeurs.

Lisez les questions rhétoriques suivantes.

Laquelle vous plaît le plus ? Pourquoi ?

1. **Don't First Nations people deserve equal rights?**
2. **Are we going to be idle or are we going to react?**
3. **Should we let stereotypes define who we are?**

• Préparez des aide-mémoire

Créez des fiches avec les idées principales de votre discours.

• Prononcez le discours

- a. Soulignez les mots-clés et faites des pauses entre les idées importantes pour appuyer votre discours.
- b. Entraînez-vous à le lire à voix haute, il faut être expressif(ive) pour convaincre votre auditoire. Et surtout ne parlez pas trop vite !
- c. Pensez à la gestuelle pour rendre votre discours plus convaincant.
- d. Regardez votre public et parlez à voix haute.

TRAIN YOUR VOICE



Le « high rising terminal »

En anglais américain et canadien, lorsque l'on enchaîne plusieurs affirmations, leur intonation est souvent très nettement montante, sauf celle de la dernière affirmation, qui reste descendante.

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- 1 Écoutez les phrases suivantes. **Prêtez attention** à l'intonation montante à la fin des deux assertions (flèches montantes) et à l'intonation descendante à la fin de l'assertion finale (flèche descendante). Les lettres en vert montrent les syllabes toniques, qui correspondent aux endroits où l'intonation montante ou descendante commence.

Young Artists Warriors is a group that I started in Montréal. Its mandate is to honour traditional knowledge and protocol while fostering identity through the arts.

National Aboriginal Day is... I think it's important because it's bringing visibility to our population and our issues and the beauty of our culture.

- 2 Répétez ces séries de phrases à voix haute.

FINAL TASK



GIVE AN OFFICIAL SPEECH ABOUT THE FIRST NATIONS



You are a member of the First Nations and have just been elected to the Canadian Parliament. You are giving your first official speech about the history of your people, its struggles and your hopes for the future. You want to convince your audience to do more for your people.

- a. **Make a list** of all the problems the First Nations have had to face, what they do to preserve their rights and what their hopes are for the future.
- b. **Organise** your notes and **select** three or four main points you want your audience to remember.
- c. **Summarise** each idea in a single clear sentence.
- d. **Write** a draft version of your speech.
- e. **Practise** delivering your speech until you are ready to go.



As a member of the First Nations, I fought all my life against prejudice, and this has to stop.

My grandparents were dispossessed of... by...

From now on, we should work hand in hand and make sure that...

**UNIT
9****ON THE WAY TO THE BAC**

→ PRÉPARATION AUX ÉPREUVES COMMUNES DE CONTRÔLE CONTINU

DIVERSITÉ
ET INCLUSION**Épreuve 1****Période**

- 2^e trimestre de Première

Durée

- 1 heure

Note globale

- sur 20 :
- 10 points → CO
- 10 points → EE

Niveaux visés

- B1 (LVA)
- A2-B1 (LVB)

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Partie 1 → COMPRÉHENSION DE L'ORAL*The gay movement in the 1960s*

Écoutez l'enregistrement trois fois, puis **rendez compte** de son contenu en français, en abordant les points suivants :

- ce qui a changé dans les années 1960 pour les homosexuel(le)s,
- le lien entre la défense des homosexuel(le)s et le mouvement des droits civiques.

Partie 2 → EXPRESSION ÉCRITE

Write an article for your school's website about discrimination.

Talk about examples of discrimination and the reasons behind them.

Think about ideas and actions to fight against them. **Write** at least 120 words.

Fiche

Méthodo.

BAC CO

Fiche

Méthodo.

BAC EE

Épreuve 2**Période**

- 3^e trimestre de Première

Durée

- 1 heure 30

Note globale

- sur 20 :
- 10 points → CE
- 10 points → EE

Niveaux visés

- B1-B2 (LVA)
- A2-B1 (LVB)

Partie 1 → COMPRÉHENSION DE L'ÉCRIT*The story of the Stonewall Riots*

Read the text that your teacher will give you.

Summarise its content in English.

Partie 2 → EXPRESSION ÉCRITE

Read this comment about the Stonewall Riots. Do you agree?

Write at least 120 words.

Fiche

Méthodo.

BAC CE

Fiche

Méthodo.

BAC EE

Épreuve 3 - 1^{er} Temps**2nd Temps**

Fiche

Méthodo.

BAC EO

Période

- 2^e trimestre de Terminale

Durée du 2nd temps

- 5 minutes EO
- 5 minutes IO

Note globale

- 20 points

Niveaux visés

- B2 (LVA)
- B1 (LVB)

2nd Temps → Partie 1 → EXPRESSION ORALE

Look at the two documents. Which one best represents the topic "Diversité et inclusion"? **Justify** your answer.



Two men getting married in the USA



Pride in San Francisco (2017)

Épreuve 1



Période

- 2^e trimestre de Première

Durée

- 1 heure

Note globale

- sur 20 :
- 10 points → CO
- 10 points → EE

Niveaux visés

- B1 (LVA)
- A2-B1 (LVB)

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Partie 1 ➔ COMPRÉHENSION DE L'ORAL

Justin Trudeau's speech on reconciliation

Écoutez l'enregistrement trois fois, puis **rendez compte** de son contenu en français, en abordant les points suivants :

- le but du discours du Premier Ministre,
- les projets d'avenir qui sont évoqués.

Partie 2 ➔ EXPRESSION ÉCRITE

Choisissez et traitez l'un des deux sujets suivants en 120 mots au moins.

1

Think about a multicultural context that you know (your school, your neighbourhood...).
Describe how people coexist with each other.

2

In an Internet forum you have read these two opinions. Which one do you agree with most?

Aki: "The Canadian government is making some efforts to include us. "Idle No More" has succeeded, we can stop the fight now!"

Mark: "The government's promises are not enough, we need to keep fighting to make our voices heard! "Idle No More" continues!"

Fiche

Méthodo.
BAC CO

Fiche

Méthodo.
BAC EE

Épreuve 2



Période

- 3^e trimestre de Première

Durée

- 1 heure 30

Note globale

- sur 20 :
- 10 points → CE
- 10 points → EE

Niveaux visés

- B1-B2 (LVA)
- A2-B1 (LVB)

Partie 1 ➔ COMPRÉHENSION DE L'ÉCRIT

First Nations in Canada: stereotypes and perceptions

Read the text that your teacher will give you.

Summarise its content in English by answering these questions.

- What have you learned about the narrator, her sister and her sister's boyfriend?
- What is the current relationship between Canada and its First Nations, according to the narrator?

Partie 2 ➔ EXPRESSION ÉCRITE

You are a student at Brantford High School.

Write an email to the principal to suggest ways in which students from the "rez" and students living in Brantford can get to know each other and their cultures better. **Write** at least 120 words.

Fiche

Méthodo.
BAC CE

Fiche

Méthodo.
BAC EE

MORE BOOKS, FILMS... ABOUT THE TOPIC

DIVERSITÉ
ET INCLUSION

9

Pride and prejudice

Books

- **It's Not Like It's a Secret**, by Misa Sugiura (2017)
- **More Happy Than Not**, by Adam Silvera (2015)
- **None of the Above**, by I. W. Gregorio (2015)
- **Simon vs The Homo Sapiens Agenda**, by Becky Albertalli (2015)
- **Boy Meets Boy**, by David Levithan (2003)

Films

- **Love, Simon** (2018)
- **Moonlight** (2017)
- **When We Rise** (2017)
- **Stonewall** (2015)

TV Series

- **Queer Eye** (2018-present)
- **RuPaul's Drag Race** (2009-present)
- **The New Normal** (2012-2013)



MUST
VIEW

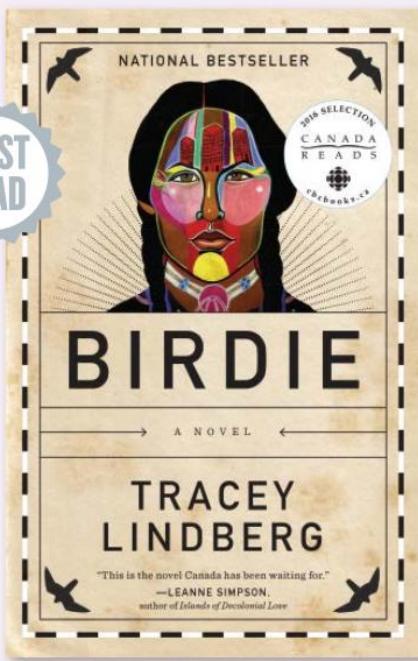
Documentaries

- **How We Got Gay** (2015)
- **Do I Sound Gay?** (2014)

Songs

- **Same Love**, by Macklemore and Ryan Lewis (2012)
- **Born this Way**, by Lady Gaga (2011)

MUST
READ



10 Idle no more!

Books

- **Calling Down the Sky**, by Rosanna Deerchild (2015)
- **Birdie**, by Tracey Lindberg (2015)
- **Legacy**, by Waubgeshig Rice (2014)
- **They Called Me Number One: Secrets and Survival at an Indian Residential School**, by Bev Sellars (2013)
- **The Absolutely True Diary of a Part-Time Indian**, by Sherman Alexie (2007)

Films

- **The Sun at Midnight** (2016)
- **Rhymes for Young Ghouls** (2014)
- **The Lesser Blessed** (2013)

TV Series

- **Mohawk Girls** (2010-2017)

Documentaries

- **Kanehsatake** (1993)