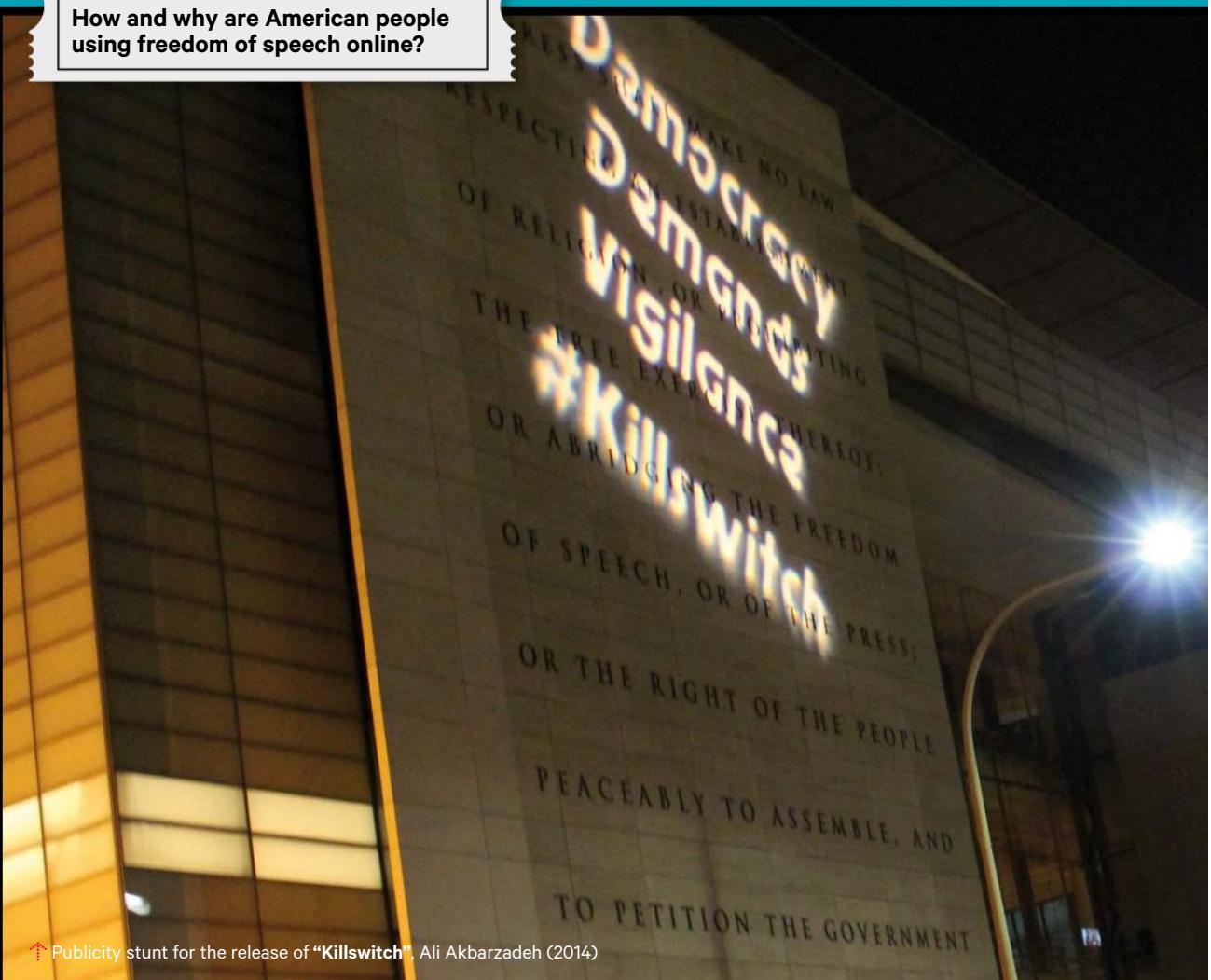




# 13 Voices of America

CITOYENNETÉ ET MONDES VIRTUELS

How and why are American people using freedom of speech online?



↑ Publicity stunt for the release of "Killswitch", Ali Akbarzadeh (2014)

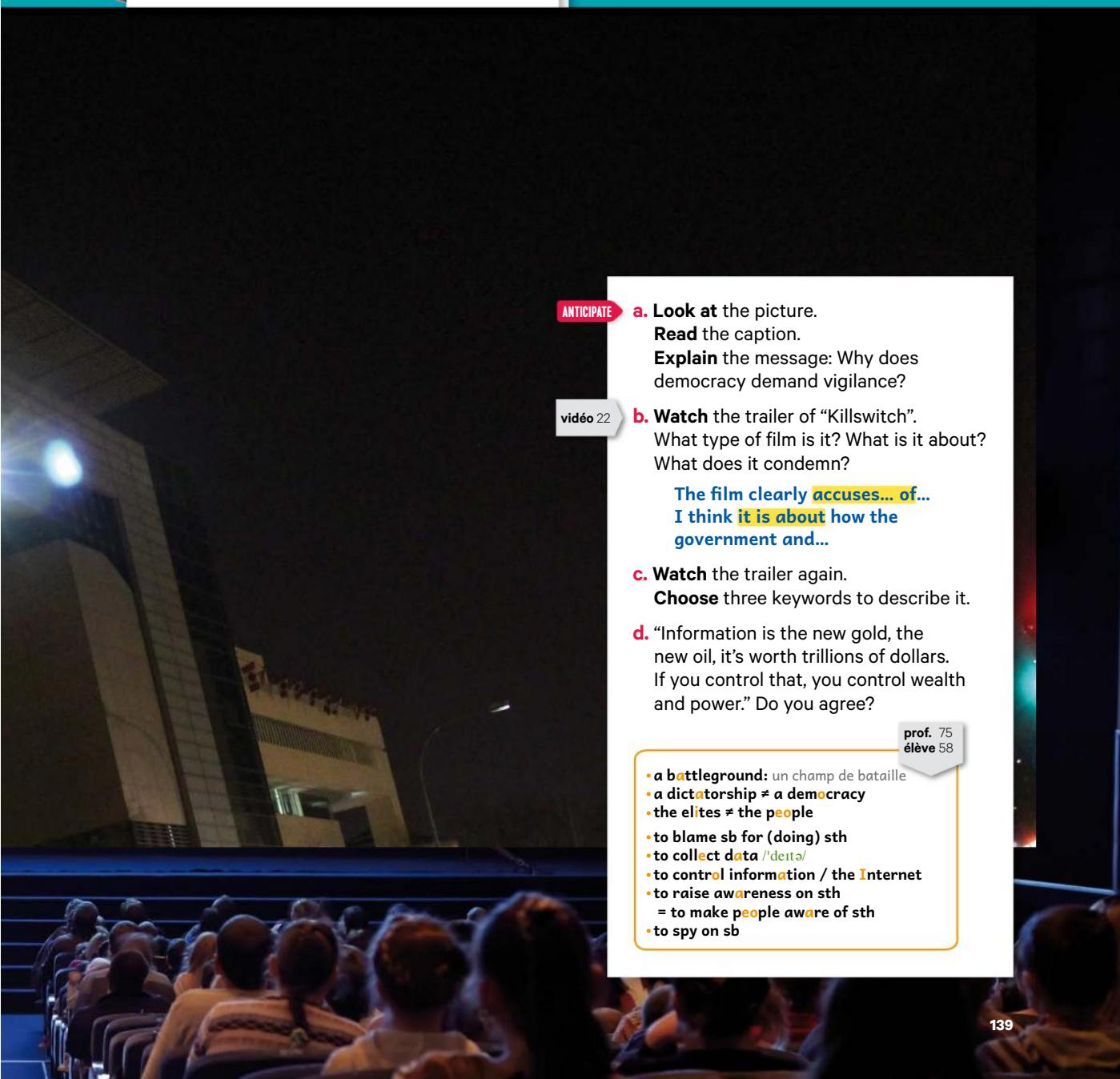


## SCENARIO

Freedom of speech is a basic principle in any democracy. It is recognized as a fundamental right for Americans as stipulated in the First Amendment of their constitution.

## FINAL TASK

Start an online movement to tackle an American problem



ANTICIPATE

a. Look at the picture.

Read the caption.

Explain the message: Why does democracy demand vigilance?

vidéo 22

b. Watch the trailer of "Killswitch".

What type of film is it? What is it about?  
What does it condemn?

The film clearly accuses... of...  
I think it is about how the government and...

c. Watch the trailer again.

Choose three keywords to describe it.

d. "Information is the new gold, the new oil, it's worth trillions of dollars. If you control that, you control wealth and power." Do you agree?

prof. 75  
élève 58

- a **battleground**: un champ de bataille
- a **dictatorship** ≠ a **democracy**
- the **elites** ≠ the **people**
- to blame sb for (doing) sth
- to collect **data** /'deɪtə/
- to control **information** / the **Internet**
- to raise **awareness** on sth  
= to make people **aware** of sth
- to spy on sb

## DOCUMENTS

### 1 The five freedoms

ANTICIPATE

- a. Have you ever heard about the First Amendment? Do you know what it is about?

It rings a bell but...  
It might refer to...

- b. Read the text in the image. Check your ideas. Sum it up in your own words.

The First Amendment allows people to...  
It grants people the right to...

## FIRST AMENDMENT

BILL OF RIGHTS

### Constitution of the United States

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

↑ Wall art by George Delany (2019)

### 2 Power to the people

ANTICIPATE

- a. What can ordinary people do to influence politicians and their decisions?

One thing that comes to mind is...

- b. Read the first paragraph. Describe what a grassroots movement is in your own words.

Grassroots movements are all about giving...

- c. Read the rest of the text. Answer these questions.
- What is the goal of the Indivisible movement?
  - How do they reach it?
  - How did they use new technologies?

MEDIATION



- d. Present a French or American grassroots movement to your classmates.

Grassroots movements are being touted as the future of politics—movements that are harnessing the power of the masses to bring about political change. By tapping into public sentiment, these movements can create community engagement and scale up without relying on large donor funding.

The Indivisible movement began with a 23-page guide posted on Google Docs by a group of current and former Congressional staffers. The guide outlined ways citizens could lobby their representatives, which included attending town halls, calling congressional officials, visiting their offices, and showing up at public events. (...)

The Indivisible movement outlined a way for ordinary citizens to partake in the political process and make sure that their voices were heard.

Indivisible celebrated their most recent victory on July 28, 2017, with the US Senate rejection of the bill to repeal Obamacare. Indivisible groups across the nation had worked together with other grassroots movements and organizations to put constituent pressure on representatives to vote against the repeal of Obamacare.

↑ Grassroots movements working for political change, Call Hub (2017)

### 3 #MeToo

ANTICIPATE

- Look at** the book cover.  
**Brainstorm** all you know about this movement.
- Read** the first paragraph.  
Why are they called “the silence breakers”?
- Read** the rest of the text.  
**Take notes** about how the movement spread around the world.
- Write** a slogan for the #MeToo movement.  
**This needs to stop!**



The Silence Breakers and the #MeToo movement,  
Duchess Harris (2018) ↗



On October 5, 2017 the New York Times reported allegations of sexual harassment and assault against film producer Harvey Weinstein. Five days after it was published, the hashtag #MeToo went viral. And two months after that, Time magazine named “the silence breakers”, women who spoke out about abuse, assault and rape, as its “person of the year”. A global revolution has indeed begun—though where it is going nobody yet knows.

- From its origins in the US, the impact of the movement spread rapidly, with millions of women around the world sharing their own stories of rape, assault and harassment in the workplace. Most cases will never meet the public eye in the way the Weinstein scandal did, (...) but a glance at local media reports reveals that almost every country in the world has had its own #MeToo moment: From Britain’s Westminster scandal to “Australia’s Weinstein” Don Burke and journalist Shiori Ito’s unprecedented public discussion about her alleged rapist in Japan.
- The phrase “Me Too” was first used by activist Tarana Burke 10 years ago in a grassroots campaign to reach underprivileged girls dealing with sexual abuse. But it became an overnight phenomenon after actress Alyssa Milano encouraged victims of sexual abuse to tweet #MeToo as a way to show the world a “sense of the magnitude of the problem” following the Weinstein scandal. By the time she woke up the next day, thousands had responded. Within weeks it was more than a million.

↑ The #MeToo shockwave, Louise Burke (2018)

prof. 76  
élève 59

- **a grassroots movement:** un mouvement populaire
- **sexual harassment:** le harcèlement sexuel
- **to allow / enable / permit sb to do sth**
- **to bring about = to cause something to happen**
- **to condemn ≈ to accuse**
- **to convince /kən'veɪns/ = to persuade /pər'sweɪd/**
- **to empower**
- **to impact = to have an impact on**
- **to make yourself heard**
- **to manage to do sth = to succeed in doing sth**
- **to pressure /'preʃər/ sb into (doing) sth**
- **to prevent /pri'vent/ sb from (doing) sth**
- **to speak out about sth**

- **L'expression de la nécessité** → p. 190  
It **is necessary** to protect the First Amendment.  
We **need to** change the way things are.
- **L'expression de l'obligation et de l'interdiction** → p. 190  
They **have to** fight for their rights.  
People's freedom **must** be protected.  
You **must not** forbid people to speak freely!
- **L'expression de la permission** → p. 191  
The First Amendment **allows** people **to** speak freely.  
Americans **are allowed to** criticize the government.  
They **can** voice their opinions.

## 4 Fake news

ANTICIPATE

- a. Explain what fake news is.

Have you ever read fake news online?  
How did you know it was fake news?

- b. Watch the video.

Sum up what students are learning.

They are learning to be...

This class has taught them...



- c. Read page 180.

Make a poster explaining to teenagers how to be a critical thinker and spot false or manipulated content on the Internet.

We should / have to / ought to...  
It is necessary to...

VIDEO

vidéo 23



Checkology in the classroom,  
The News Literacy Project (2018)

## 5 Free speech always?

ANTICIPATE

- a. Read the title of the text.

React to it.

- b. Group A: Read the first paragraph.

Group B: Read the second paragraph.  
Take notes about the answer that is given to the initial question.

MEDIATION

- c. Read the paragraph aloud to the members of the other group, who will take notes.



- d. In groups, debate the question posed in the title of the text.

Nazis should not be allowed to..., should they?

### Must we defend Nazis?

For many free speech advocates the answer (to this question) is not just "yes," but "hell, yes." Nazi ideas are among the most despised ideas in the United States. It's precisely because they are so loathed that Nazis must be defended, the argument goes. As the executive director of the ACLU said: "If we grant government the ability to deny people protest permits because of what they say or how they say it, we'll find then that speech in other contexts will be regulated and suppressed." If Nazis are silenced, other people will be silenced. You need to protect people who hate marginalized people, or marginalized people will be targeted next. (...)

Richard Delgado and Jean Stefancic of the University of Alabama argue that regulating hate speech would make the USA a fairer, more equal and less hateful place. "Our answer to the question, does defending Nazis really strengthen the system of free speech, is no. Sometimes defending Nazis is simply defending Nazis." They point out that hate speech causes real harm. Free speech advocates will sometimes insist that words don't cause damage. They disregard the concerns of students on college campus who protest speeches by controversial figures like Milo Yiannopolous, who has used his speaking engagements to harass trans students, among other marginalized groups.

Is the First Amendment too broad?, NBC News (2017)

prof. 77  
élève 60

- biased /'baɪəst/ = partial /'pɑːrʃəl/
- discerning = critical = perceptive
- fake = false = manipulated
- misleading /mɪs'lidɪŋ/ = deceptive
- true = accurate /əkjurət/ = correct
- a critical thinker
- a fact = reality /ri'æləti/
- misinformation
- to approve of /ə'pruːv/ ≠ to disapprove of
- to ban ≈ to forbid
- to beware of /bɪ'wer/: se méfier de
- to cause harm = to be harmful
- to check = to verify /və'rifi/

### Les question tags → p. 193

The government cannot forbid people to demonstrate, can they?  
People are allowed to express their opinion, aren't they?

## WHY

to bring about change  
 to condemn = to accuse  
 to express one's opinion  
 to fight | for | sth  
                 against |  
 to make your voice heard  
 to protest  
 to raise awareness on sth

## HOW

an app = an application  
 a digital campaign  
 a hashtag  
 a podcast  
 a webpage = a website  
 to post | a comment  
                 a picture  
                 a video  
 to share | a story  
                 a picture  
 to tweet

sexual | abuse  
 harassment  
 to spread ≈ to go viral  
 to speak out

## A GRASSROOTS MOVEMENT

## #METOO

## FREEDOM AND THE INTERNET

## FAKE NEWS

biased = partial  
 fake = false = manipulated  
 misleading = deceptive  
 a critical | consumer  
                     thinker  
 misinformation  
 to check = to verify  
 to spot false content  
 to think critically

## HATE SPEECH

**PROBLEMS**  
 to attack sb  
 to cause harm  
     = to be harmful  
 to harass  
 to target  
 to threaten  
**REGULATION**  
 to ban = to forbid  
 to have a right  
 to regulate  
 to silence

## INTERNET CONTROL

NSA: National Security Agency  
 PRISM: a surveillance program  
 to collect data  
 to control | information  
                     the Internet  
 to record conversations  
 to spy on sb

### Make your own mind map

Choose the words and expressions that best describe how and why you use freedom of speech online.

## PREPARATION TIME

### How to start a successful movement online

Aujourd'hui est un grand jour : vous allez lancer un mouvement citoyen pour dénoncer un problème de la société américaine. Suivez les étapes ci-dessous pour relever le défi !

#### • Faites un choix raisonné

- Commencez par choisir un problème qui vous parle particulièrement. Ce peut être l'un des thèmes proposés dans l'étape a, ou un autre.
- Pour maîtriser votre sujet, recherchez des informations dans l'unité et sur Internet. Attention à bien vérifier la fiabilité des renseignements trouvés en ligne !
- Veillez à exploiter des idées vues dans l'unité et / ou à trouver des exemples concrets sur Internet, afin de bien ancrer votre thème dans le contexte américain.

#### • Expliquez votre position

- Pour justifier le choix de votre thématique, répondez aux deux questions suivantes :
  - pourquoi est-ce un problème ?
  - pourquoi est-il important de l'aborder ?
- Vous pouvez utiliser les structures vues dans l'unité : **It is necessary to..., We need to..., We must...** Les **question tags** peuvent aussi être utiles pour affirmer vos opinions : **Fake news are pure manipulation, aren't they?**

#### • Indiquez vos buts

- Explicitez les objectifs de votre mouvement. S'agit-il de sensibiliser vos camarades au problème ? De promouvoir le changement ? D'inciter à l'action ? De tout cela à la fois ?

- Une fois en possession de ces éléments, définissez le nom de votre mouvement. Il doit être court et percutant ! Vous pouvez aussi concevoir un logo simple et parlant.

#### • Définissez votre stratégie

- Pensez à toutes les actions concrètes que vous pouvez mener pour que votre message devienne viral. Par exemple : réaliser une page web, créer un groupe ou une page sur Facebook, tourner une vidéo, créer un compte Instagram, lancer un hashtag sur Twitter...
- Soyez aussi concrets que possible. Si vous prévoyez de créer une page web, indiquez ses différentes sections. Si vous souhaitez recourir aux réseaux sociaux, dites comment (indiquez par exemple quel hashtag vous allez utiliser).
- Si vous faites des actions « hors ligne » (flyer, manifestation, flashmob, débat...), expliquez de quelle façon vous allez les promouvoir.

#### • Préparez votre intervention

- Vous pouvez préparer une présentation **PowerPoint, Prezi ou Genially** avec des images et du texte pour que ce soit attrayant.
- Soulignez les mots-clés de votre script pour penser à insister dessus à l'oral.
- Regardez votre auditoire, parlez d'une voix assurée et forte, et soyez expressifs !

## TRAIN YOUR VOICE



### La prononciation des « question tags »

prof. 78  
élève 61

#### 1 Écoutez et répétez les phrases suivantes.

Dites si l'intonation est montante ou descendante à la fin de la phrase.

- You think this can't happen in the USA, don't you?
- We cannot let this happen, can we?
- We need to tackle the problem of fake news, don't we?

#### 2 Complétez la règle en choisissant l'élément correct.

L'intonation dans les « question tags » est **montante / descendante**. Cela signifie qu'on attend une réponse **complète** / en « yes » ou « no ».

#### 3 Créez deux phrases avec des « question tags » et soumettez-les à un camarade.

## FINAL TASK



### START AN ONLINE MOVEMENT TO TACKLE AN AMERICAN PROBLEM



You have been invited to join a group of American citizens who want to start an online movement to tackle an American problem.

- a. In pairs, **pick** one of the following issues affecting the USA (or another one of your choice): police violence, racism, fake news, hate speech, sexual harassment in the workplace...
- b. **Look for** information about it in the unit and online.
- c. **Write down** the basic principles of your movement:
  - **justify** why you are tackling this issue,
  - **explain** your goals,
  - **make a list** of all the actions that you are going to implement.
- d. **Find** a name, a slogan and, if possible, a logo.
- e. **Present** your movement to the class.

We have chosen...  
because we feel  
that it is absolutely  
necessary to raise  
awareness on this  
issue.

We want to  
condemn...  
and put pressure  
on politicians to...

Our movement  
is called... This  
is our logo. It's  
nice, isn't it?



## Épreuve 1



## Période

- 2e trimestre de Première

## Durée

- 1 heure

## Note globale

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

## Niveaux visés

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

## Partie 1 → COMPRÉHENSION DE L'ORAL

Hate speech online: a real threat?

Regardez la vidéo trois fois, puis rendez compte de son contenu en français, en vous concentrant sur les questions suivantes.

- Quel est le thème abordé ?
- Quel point de vue défend la journaliste ?



Do you have freedom of speech online?, The Young Turks (2014)

## Partie 2 → EXPRESSION ÉCRITE

What are the causes and the effects of hate speech on social media?  
Write at least 120 words.

## Épreuve 2



## Période

- 3e 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

Government regulation of social media

Read the text that your teacher will give you.

Summarise its content in English keeping in mind these points:

- the nature and topic of the text,

- the author's point of view (giving specific examples).

## Partie 2 → EXPRESSION ÉCRITE

What's the latest fake news story that you have read or heard?  
How did you react? Answer in at least 120 words.

Épreuve 3 - 1<sup>er</sup> Temps2<sup>nd</sup> Temps2<sup>nd</sup> Temps → Partie 1 → EXPRESSION ORALE

Read the two quotes. Which one best represents the topic "Citoyenneté et mondes virtuels"? Justify your answer.

"We don't have a choice on whether we do social media, the question is how well we do it."

Erik Qualman, American author

"If we do not believe in freedom of speech for those we despise, we do not believe in it at all."

Noam Chomsky, American linguist