

## Coins and Icons

Cette séquence est régulièrement adaptée selon l'actualité (Jane Austen a récemment été choisie pour le billet de £10 au Royaume Uni et cet automne un appel a été lancé pour un vote en ligne afin d'élire un scientifique britannique pour remplacer Matthew Boulton et James Watt sur le billet de £50. La trame de la séquence a donc été gardée, mais les documents concernaient le Royaume Uni).

xxxxxx

Thématique : Gestes fondateurs et mondes en mouvement

Axe: Fiction et Réalité (cycle terminal tronc commun)

Niveau: tronc commun terminale, plutôt en début d'année car les objectifs linguistiques sont plutôt simples.

Niveau CECRL visé: B2, activité dominante PO (« peut développer un exposé de manière claire et méthodique en soulignant les points significatifs et les éléments pertinents »).

Problématique: To what extent do the faces represented on the national currency of the US inform us about the country and the values of its people ?

Tâche intermédiaire : Report on M. Lew 's intervention

Tâche finale : Champion an American woman to appear on the next \$10 bill.

Nombre de séances : 8

### Documents :

- C.O. : « Treasury Secretary announces the New Ten »  
<https://www.dailymotion.com/video/x2unjih>

(=> How a currency can reflect the values endorsed by a nation ( Voting/ Debating to choose the new face on the \$10 bill reflects the founding principles of the country/ democracy )

- C.E. : 4 press articles (see below)  
(=> about Harriet Tubman possibly appearing on the same banknote as President Jackson. )

« Who has the least sexist banknotes ? » (BBC News, april 2015)

« Harriet Tubman, anti-slavery activist, to be on new US \$20 bill » (BBC News | 21 April 2016)

« Currency should reflect America's imperfect history », (Nashville Tennessean, 24 May 2016)

« Harriet Tubman was bought and sold as currency. Putting her face on a banknote is an affront to her memory » , Friday 22 April 2016 *The Independent Online*

- C.O. : Ireland's Greatest : A remarkable Man (0=> 1'45)

<https://www.youtube.com/watch?v=erH2H4ws7t4>

(=> How to champion a candidate in a convincing way)

Documents additionnels à proposer pour une étude complémentaire hors temps de classe :

- Article : *Spreading Political Messages Using Coins and Bank Notes* (Adapted from Slate.com, July 2014 )

- Video : « Move over Jackson, it's time for a woman on the \$20 bill », (CBS News March 24, 2015)

<https://www.cbsnews.com/news/group-wants-to-put-a-woman-on-the-20-bill/>

- « *The Bald Eagle* », adapted from an article by Catherine L. Raven for *American Scientist*

xxx

Trame :

- Anticipation (groupwork) : chaque groupe reçoit le portrait d'un visage figurant sur les billets américains (avec le nom) et doit la décrire, puis donner quelques informations sur cette personne. Possibilité de chercher sur Internet (support = tablette) si le nom est inconnu.

Mise en commun : présentation à la classe

Trouver le point commun entre ces personnes. Nationalité, fonction, ...

Médiation : « Coopérer pour construire du sens »

- C.O. : Jack Lew's appeal

Objectifs : le lexique de la représentation (*embody/ represent/ mirror...*)

le present perfect/ since et for

Culturel : le fondement de la démocratie aux États-Unis

l'accentuation

Travail en groupes (Support de l'enregistrement = tablette pour pouvoir différencier par le nombre d'écoutes et le rythme d'écoute) puis classe entière (« think/ pair/

share » par îlot avec différenciation des consignes et éléments à repérer pour davantage de guidage pour les élèves qui en ont besoin=> mise en commun ). Identifier le message, faire apparaître le lien entre personne représentée, moyen de représentation, histoire du pays et processus de décision.

=>Tâche intermédiaire P.O : Faire un rapport de l'intervention de M. Lew pour le journal télévisé

(Préparatoire à la tâche finale car

=> Travail sur la prise de notes pour la tâche finale à partir de mots clé.

=> Travail sur le réinvestissement et l'enrichissement lexical.

=> Travail sur la prononciation du lexique.

=> Mise en relation des informations de manière logique.

Enregistrement de la tâche et correction par l'enseignant pour un retour sur les points cités ci-dessus.

Remédiation : écoute par la classe d'une compilation d'extraits pour identification :

- de modèles (élèves ayant bien réussi un ou plusieurs points)
- d'erreurs à corriger de manière collective  
travail avec l'assistante d'anglais et /ou élèves niveau B2/C1 et/ ou élèves anglophones pour la remédiation phonologique

- C.E. : Harriet Tubman

Objectifs : le preterit (biographie H. Tubman/ President Jackson)

« should »=> Conseil/ opinion

les adjectifs laudatifs

l'expression de la concession, nuancer son point de vue

Culturel:l'esclavage, H. Tubman, President Jackson

=> Médiation : les élèves rendent compte de ce qu'ils ont lu au reste du groupe.

Anticipation : Capture d'écran Front page online news et PO=> *Who ? What ? When ? Where ? Why ?* Noter les questions qui viennent à l'esprit (=> Revoir la structure grammaticale des questions)

Travail en classe inversée : à la maison : 4 binômes correspondant aux 4 textes à étudier (de niveaux différents) , le reste du groupe prépare des questions à poser sur H. Tubman et les diverses réactions auxquelles l'actualité a pu donner lieu afin de rédiger un compte rendu.

En classe : Interview des « experts » ayant étudié les textes par le reste du groupe.

Puis, réunion d'experts (mise en commun des textes, synthèse écrite) et réunion des

journalistes qui mettent les informations obtenues en commun et rédigent leur article (groupes de 4).

Médiation : « traiter un texte à l'oral »

=> Tâche en inter-correction (utilisation de « padlet »)

### **C.O. : John Hume : a remarkable man**

=> Document utilisé comme modèle pour la tâche finale

Objectifs : les adjectifs laudatifs (compléter la liste)

l'accentuation et le rythme (pauses)

les adverbes, so/ such

=> Relever les moyens permettant l'emphase

Travail en classe entière

Tâche : Doubler la vidéo avec le script en mettant le ton et en étant vigilant sur l'accentuation.

Tâche finale : Champion an iconic woman to appear on the new \$10 note.

La tâche est donnée à l'avance pour que les élèves aient le temps de faire les recherches nécessaires, mais la consigne est de préparer deux ou trois choix, le professeur sélectionnera une de ces femmes le jour de la tâche finale.

Tâche complexe car

- utilisation des ressources internes (connaissances, savoir faire)
- utilisation de ressources externes (internet pour recherches)
- nécessite plusieurs compétences :
  - pour sélectionner la personne correspondant aux « critères » requis
  - construire un discours de manière logique et structurée
    - mettre en avant la personne choisie au moyen d'outils linguistiques connus
  - prendre la parole en public

## Evaluation de la tâche finale

Niveau visé : B2

Activité langagière : P.O. (« Peut développer méthodiquement une argumentation en mettant en évidence les points significatifs et les éléments pertinents »)

=> *Champion a candidate for the next face on the new \$10 bill*

<b>Etendue linguistique</b>	
=> Utilise des structures élémentaires constituées d'expressions mémorisées, de groupes de quelques mots et d'expressions toutes faites afin de communiquer une information limitée. (A2)	2 pts
=> Possède assez de moyens linguistiques et un vocabulaire suffisant pour s'en sortir avec quelques hésitations et quelques périphrases. (B1)	3 pts
=> Possède une gamme assez étendue de langue pour pouvoir faire des descriptions claires, exprimer son point de vue et développer une argumentation sans chercher ses mots de manière évidente (B2)	4 pts
<b>Correction grammaticale</b>	
=> Utilise des structures simples correctement mais commet encore systématiquement des erreurs élémentaires. (A2)	2 pts
=> Utilise de façon assez exacte un répertoire de structures et «schémas» fréquents, courants dans des situations prévisibles. (B1)	3 pts
=> Montre un degré assez élevé de contrôle grammatical. Ne fait pas de fautes conduisant à des malentendus et peut le plus souvent les corriger lui/elle-même. (B2)	4 pts
<b>Maîtrise du système phonologique</b>	
=>Prononciation suffisamment claire malgré un net accent étranger. (A2)	2 pts
=> Prononciation clairement intelligible, léger accent étranger.(B1)	3 pts
=> Prononciation et intonation claires et naturelles. (B2)	4 pts
<b>Cohérence du développement thématique</b>	
=> Peut avec une relative aisance raconter ou décrire quelque chose de simple et de linéaire. (A2)	2 pts
=> Peut raconter une histoire ou décrire quelque chose avec une simple liste de points successifs. (B1)	3 pts
=> Peut faire une description ou un récit clair en développant et argumentant les points importants à l'aide de détails et d'exemples significatifs. (B2)	4 pts
<b>Aisance à l'oral</b>	
=> Peut se faire comprendre dans une brève intervention même si la reformulation, les pauses et les faux démarrages sont évidents (A2)	2 pts
=> Peut discourir de manière compréhensible, même si les pauses pour chercher ses mots et ses phrases et pour faire ses corrections sont très évidentes. (B1)	3 pts
=> Peut parler relativement longtemps avec un débit assez régulier ; bien qu'il/elle puisse hésiter en cherchant structures ou expressions, l'on remarque peu de longues pauses. (B2)	4 pts

## Currency should reflect America's imperfect history

Mark Cheatham, *professor of history at Cumberland University in Lebanon and the author of the award-winning "Andrew Jackson, Southerner."* May 24, 2016

As an Andrew Jackson biographer and native Tennessean, I am delighted with the Treasury Department's decision to replace Jackson with Harriet Tubman on the front of the \$20 bill. It's a symbolic gesture, but a good one. Tubman risked life and freedom to fight for the abolition of slavery and the rights of women. Her visage on the twenty shakes up the status quo. It uses our common currency to drive home the point that the time has come to broadly acknowledge and represent historical perspectives other than the prevailing white and male one.

But Treasury Secretary Jacob Lew's decision also highlights an American problem: our inability to allow for nuance when examining our past. Too often we expect our nation's history to fit our present-day mores<sup>1</sup>. And one of those mores, as the current political climate attests, is to either vilify or sanctify. We cannot seem to allow for the fact that the United States, its people and its heroes are both flawed and worthy of admiration.

I say this not as a Jackson apologist, but as an apologist for the realities of time and place. Take the other men whose faces grace our currency and represent our early history. Each one — including George Washington, Thomas Jefferson, Alexander Hamilton and Ulysses S. Grant — can lay claim to triumphs on behalf of our country. Yet each was complicit in crimes against African-Americans and Native Americans, as were the majority of white Americans of their time.

And then there's Jackson. Our seventh president is currently subject to derision, excoriated for his implementation of a disastrous Indian removal policy and for enslaving African-Americans. But in this, he wasn't much different from the other men on our currency. And, like them, he made his share of courageous choices. He repressed rebellions in South Carolina to keep the Union intact, opposed corruption within the government, and fought for a more democratic country as he understood it in 19th-century terms.

Should Jackson be removed from the \$20 bill in favor of Tubman? Absolutely. And, in my opinion, so should all of the men on our paper bills. Not because their past misdeeds make them unworthy, and not, in the process, by reducing them to one-dimensional cartoon villains. But because so many others who also have contributed to our history are worthy of similar recognition.

I applaud the Treasury Department's decision to highlight suffragettes on the back of the \$10 bill, and to recognize on the back of the \$5 bill individuals, such as Martin Luther King Jr.. These are all steps in the right direction. Secretary Lew<sup>2</sup> should go even further and implement a process of regularly rotating historic figures, thereby giving many less recognized — but no less American — individuals, groups and perspectives a more prominent place in our marketplace of ideas.

But in doing so, we would do well to remember that none of the women and men who shaped our history were as thin, flimsy and bloodless as the paper we print them on. They were human beings, with all of the complex and contradictory qualities that this guarantees.

---

1 mores=moral attitude

2 Secretary Lew : Jack Lew, the secretary of State to the Treasury Department

## **Harriet Tubman was bought and sold as currency. Putting her face on a banknote is an affront to her memory**

William Jamal Richardson, Friday 22 April 2016, [The Independent Online](#)

Harriet Tubman, a former slave in the American Civil War era, freed more than 800 slaves from captivity during her lifetime. She was nicknamed “Moses” for her efforts, and it seems almost natural that we should honour her heroics – acts which symbolize the universal desire for freedom – by putting her face on our banknotes.

Although African-Americans are celebrating this new recognition of our 500-year long struggle against white settler colonial violence, the nature of that violence should give us some pause. There is, after all, a troubling relationship between African slaves and money through the history of chattel<sup>3</sup> slavery.

Chattel slavery in the European colonial era was unique two ways from other earlier (and many contemporary) forms of slavery. First, chattel slaves were legally considered property of the ‘owner’. Second, the status of “slave” was passed down from mother to child.

For the US economy before the Civil War, slaves were very important commodities<sup>4</sup> and forms of capital for both individuals and institutions. Enslaved Africans – men and women like Harriet Tubman – were considered equivalent to, and used as, a kind of currency or investment in the early American economy.

Slaves were used to pay debts. Many prominent financial institutions, such as Bank of America or JP Morgan, dealt in transactions involving slaves, seizing them from their owners for not paying back loans.

The logic of slave breeding is the same as investment, where one puts capital into a stock to produce more capital. The children of slaves didn’t have to be paid for and could work on the plantation or be sold for profit to others in need of slave labor. This practice became more important in the US after Thomas Jefferson banned slave imports in 1808.

Considering how the slave owners and slave catchers who Harriet Tubman struggled against viewed her and those she freed, putting her face on the currency of the nation that considered her equal to that piece of paper is more of an affront than an honor.

Tubman and those she helped free struggled against the notion that they were no more than tools to be used by racial capitalism for the cultivation of land that they bloodily murdered indigenous peoples for. They struggled against a system where they were told that their highest aspiration was to become a more valuable resource to their masters.

If people want to truly honor Tubman and her legacy they should consider how our society can combat the current manifestation of that same slave-as-capital logic. African-American contributions to American culture are consumed and loved by many Americans, but that same love is no longer reflected when African-Americans stand up and resist police brutality against them.

If America learned to love black people as much as they love black culture, that would be a true honour to the life and struggle of Harriet Tubman.

---

3 chattel=slave sold to owners

4 Commodities = articles of commerce

## **Harriet Tubman, anti-slavery activist, to be on new US \$20 bill**

BBC News | 21 April 2016

Tubman, who was born a slave around 1820 and helped hundreds of others escape, will feature on the new \$20 bill, the US Treasury announced. She will replace former President Andrew Jackson, a slave owner.

While Ms Tubman will feature on the front of the \$20 bill, President Jackson's image will move to the back.

US Treasury Secretary Jacob Lew said that Harriet Tubman was "not just a historical figure but a role model for leadership and participation in our democracy." "Her incredible story of courage and commitment to equality embodies the ideals of democracy that our nation celebrates," he added.

Leaders from the women's rights movement - Lucretia Mott, Sojourner Truth, Susan B Anthony, Elizabeth Cady Stanton, and Alice Paul - will be pictured on the back of the \$10 bill.

The back of the \$5 bill - which depicts Abraham Lincoln on the front - will show prominent leaders from US history including singer Marian Anderson, former first lady Eleanor Roosevelt and civil rights leader Martin Luther King.

The women last depicted on US notes were former first lady Martha Washington, on the \$1 silver certificate from 1891 to 1896, and Native American Pocahontas, in a group photo on the \$20 bill from 1865 to 1869.

Harriet Tubman is best known in the United States for her role in smuggling slaves to safety via the Underground Railroad. But her role in the US civil war was just as remarkable. She operated as a scout for the Union forces, often behind enemy lines, most notably guiding the dramatic armed raid at Combahee Ferry in South Carolina in which three gunboats evaded Confederate positions and liberated more than 700 slaves. "I nebbber see such a sight," said Ms Tubman later, describing how slaves laden with children, pigs and chickens had rushed from the fields towards the boats. "We laughed, an' laughed, an' laughed," she recalled. In 1863 this was an extraordinary military role for any woman, let alone for an escaped slave.

As for Andrew Jackson, his enduring numismatic role is ironic not only because the slave-trading president has been pushed to the back of the \$20 bill by a freed slave but also because he regarded the very existence of paper money as a "deep-seated evil."

Harriett Tubman was born into slavery in the 1820s. After suffering a serious head injury, she escaped and helped to free more than 70 slaves through the "Underground Railroad", a network of anti-slavery activists and safe houses.

Ms Tubman was the winner of an online poll run by campaign group Women On 20s. Its executive director, Susan Ades Stone, told the BBC that the "freedom fighter" was "a fantastic choice." "She is really quite remarkable," she said, noting the irony of moving Andrew Jackson to the back of a bill which would feature a freed slave on the front. "It's not what we envisioned but I think that it will make for an interesting narrative and it will keep alive a lot of the history lessons that we can learn from his actions and his policies," said Ms Ades Stone.



## **Who has the least sexist banknotes ?**

*BBC News, april 2015*

American bills have portraits of the country's Founding Fathers and former presidents. Chinese notes have Mao Zedong and Indian ones have Mahatma Gandhi, but none of them feature any women. Many other currencies also stick to men, sometimes including a token<sup>5</sup> woman or two.

Now there are calls for the US to put a female on the \$20 bill. "The United States needs to show the world that we, too, recognise and value the contributions of women," says Susan Ades Stone, executive director of the campaign group Women On 20s. "Our money says something about us and what we represent as a society. So if we're all about gender equality and diversity and inclusion, let's walk the walk." The US currently has seven bills in circulation, all of which feature distinguished, deceased American statesmen.

Women On 20s conducted an online poll and asked people to choose which of 15 historical female leaders they would most like to see on the note. Once the final poll closes, the group will petition President Obama to replace Andrew Jackson with the chosen woman.

Many wonder why Jackson - the seventh president of the US - hasn't been removed from the \$20 bill already. He is especially unpopular with Native Americans due to his signing and enforcing the Indian Removal Act of 1830, which forced tribes off their land. Thousands of Native Americans died on the journey west - known as the Trail of Tears - from exposure, starvation and disease. His controversial legacy is one of the reasons why Women On 20s chose to target this particular bill for change.

Meanwhile in Canada, more than 54,000 people have signed a petition to put a woman on a banknote there after the sole female to appear on the country's currency, Therese Casgrain, was replaced in 2011 by an icebreaker ship. "When we open our wallets and see the faces of four male prime ministers and Queen Elizabeth, the subtle message is that Canadian women aren't worthy of being celebrated," says author and historian Merna Forster who started the Canadian campaign. "If women are equal to men in Canada, they should be equally represented on our banknotes."

But if bills should equally represent men and women, shouldn't they also reflect a nation's racial diversity? Again, this isn't usually the case, although there are exceptions. Australia, for example, has five bills in circulation, one of which features David Unaipon, an Aboriginal man. Unaipon was a pioneer for Aboriginal rights as well as a distinguished inventor and writer.

Every US note features a white man, albeit one of the country's presidents or Founding Fathers, even though the US population comprises many races - notably, 13% are black and 17% Hispanic.

When the Women On 20s selection committee compiled their list of female candidates, they were conscious of diversity, but they did not set out to fill any particular quota, Stone says. Instead, they focused on the candidates' overall impact and trusted that a diverse group would result from the selection process. It did. The 15 female candidates include African, Asian and Native Americans as well as Caucasians.(...)

Perhaps a country can't fully represent the diversity of its population on a handful of notes. Euro bills - tasked with representing a huge span of people, cultures and history - depict stylised images of windows, doorways and bridges. Not even actual monuments, let alone portraits of real people. So could this be the solution - no portraits at all?

Another reason it might be easier to choose landscapes or buildings over people is that prominent figures are often controversial in one way or another, like Jackson in the US.

---

<sup>5</sup> Token woman= a woman chosen so as to avoid being accused of discrimination, not selected for her qualities.

# Spreading Political Messages Using Coins and Bank Notes

Adapted from [Slate.com](http://Slate.com), July 2014

There is a long history of defacing coins and bank notes in order to slip a political message into circulation. Sometimes this is done as a direct and immediate gesture of graffiti, such as when in a miniature act of defiance Libyans scribbled out the face of Muammar Qaddafi on banknotes after he fell from power in 2011. In other cases there is a more involved design process. A currency is a highly controlled symbol of a state, and tampering with it is a small but powerful act of subversion.

Inspired by the *Occupy* movement that began in New York City in 2011, artists Ivan Cash and Andy Dao began *Occupy George* and created a set of fact-based stamps illustrating wealth disparity in America . They could be found stamping the messages onto dollar bills throughout protests in San Francisco, Oakland, and Berkeley. The designs were released on the Internet enabling anyone to participate. The very money that has divided America was used to communicate the heart of the problem. In this example (see below) it is revealed that the richest 400 people in America have as much wealth as the poorest 150 million.

When Aung San Suu Kyi won an overwhelming election victory in Burma in 1990, the army ignored the result and placed her under house arrest. Displaying her image, even in private, became grounds for imprisonment. At this time a designer working on a new bank note featuring General Aung San—the father of Aung San Suu Kyi—decided to subvert the commission. In the portrait drawn for the watermark<sup>6</sup>, the features of the general have been subtly changed to resemble the face of his daughter. For a few months before the government realized and withdrew the “democracy note,” people in Burma could hold up their bank notes to the light and see a hidden portrait of the opposition leader.



---

6 A security feature of banknotes that you can only see if you hold it against the light.

## The Bald Eagle<sup>7</sup>

Although it was midday, a tiny white star seemed to be flashing in the cloudless, sapphire sky. After focusing their binoculars, the spectators realized the star was a bald eagle, and a symphony of “ooooo” and “aaaahs” began. Then, within a few minutes, a raven<sup>8</sup> appeared. A fight ensued during which time the relatively small raven demonstrated agility, tenacity, and bravery . The bald eagle fled.

“Yessss!” I shouted spontaneously, thrusting my right fist forward to salute the raven’s coup, at which point other people turned toward me and stared as if I were a devil worshipper. I would have avoided those malevolent expressions had I lived 200 years earlier, when the only people in the valley were Indians. In those days, a person could choose to raise a hand to honor either the raven’s skillfulness or the bald eagle’s beauty.

The transfer of allegiances began with Thomas Jefferson, who appointed the bald eagle to serve as the national emblem for the new American nation. It was a classic example of the outdated practice of physiognomy.

Physiognomy stated that a person or animal’s true nature was revealed by its outward appearance. Because of its white head and yellow eyes, physiognomists concluded that the bald eagle was fierce and noble. To his credit, Benjamin Franklin, the scientist, rejected this false logic, recognizing that the bald eagle was, in fact, a pirate and worse still, a “ coward, commonly fleeing birds the size of sparrows<sup>9</sup>.” Franklin suggested that the turkey, a bird of many virtues, be used for the emblem instead. But Franklin’s arguments didn’t prevail: It seems our young nation was more concerned with symbolism than natural history, and the turkey had less charisma than the eagle.

In 1938, Arthur Cleveland Bent’s 1937 wrote in his book *Life Histories of North American Birds of Prey* that the bald eagle was « A fine-looking bird,” but was “hardly worthy of the distinction [of being the national emblem]. Its carrion-feeding habit, its timid and cowardly behavior, and its predatory attacks on the smaller and weaker osprey<sup>10</sup> hardly inspire respect.” Bent’s exposé also reveals that our nation’s icon enjoys vulture vomit. “Our national bird may still be admired,” Bent suggests, “by those who are not familiar with its habits.” Convincing potential allies that your intentions are honorable can be difficult when your totem is a bird who makes its living dispossessing property.

Adapted from an article by Catherine L. Raven for *American Scientist*



---

7 The bald eagle is featured on American banknotes.

8 Raven= corbeau

9 A sparrow= un moineau

10 Osprey= balbuzard