

**American Dream**  
**Notion : Espaces et échanges**  
**Classe : 1STMG**  
**Séquence réalisée par Béatrice KOSZUT**

**Travail d'écriture (fin de projet) :**

- You are about to move to America to live your American Dream. Write a page in your diary to express your dreams, your expectations and your fears. (200 mots)

OR

- You are writing a novel about a European immigrant in the US. Write the first chapter to your novel in which you will explain why your main character is leaving Europe, what his/her American dream is, his/her expectations and fears. (200 mots)

**Exemple de tâche finale:**

Commentaire de l'équipe éditoriale : l'intérêt de partir de la rédaction de ce que pourrait être une tâche finale idéale est de permettre au professeur de cibler un certain nombre de besoins, qu'ils soient culturels, linguistiques, pragmatiques et sociolinguistiques. Le montage du projet et des objectifs à atteindre sera donc facilité.

*Saturday, 15<sup>th</sup> February 2012,*

*Today is my last day in France, tomorrow I am leaving for America. I am very happy, excited and apprehensive at the same time. I am not sure about what is going to happen.*

*I hope everything will go well. I really want to make my dreams come true and I think that the US is the perfect country for this. It is the place where everything is possible. If I have a good idea I can make millions of dollars out of it. It is the land of opportunity after all. If I am successful, I will be so pleased.*

*My dream is...*

*I am slightly worried at the same time as I am moving onto something new and unknown to me. I will have to deal with a new way of life, a new beginning and make new friends, settle down and work hard to get where I want to get. I am just so worried about what could happen to me if I am not successful. I am scared I could end up lonely and broke, not being able to come back or even ask for help. I just do not want to have to ask for help, I really need to succeed!*

**Objectifs de la séquence :**

- Culturels: Le rêve Américain, l'immigration aux Etats-Unis pré-guerre et dans les années 50. « Push and Pull factors for the US »
- Grammaticaux : Le futur : différentes façons de l'exprimer (présent continu, *will*), la probabilité, *if clauses*, *want to*.
- Lexicaux : le rêve, l'espoir, l'immigration
- Méthodologiques : comprendre et analyser différents types de textes : discours, lettres, extraits de mémoires. Rédiger un texte d'environ 200 mots.

## PLAN DE SEQUENCE :

- Séance 1 : étude de la dernière scène de *Angela's Ashes*
- Séance 2: *What is the American Dream? What makes people leave their country to go to the US?* Lecture et étude de la première page du livre
- Séance 3: *American Dream or Nightmare? Letters from immigrants in the US*
- Séance 4: *West Side Story "America"*
- Séance 5: *The American Dream today: Barack Obama*

Notion	<b>Espaces et échanges</b>
Domaine	Lien social : Identités/Contacts des cultures
Lieux évoqués	Etats Unis et Europe
Objectifs culturels	Le rêve Américain, l'immigration aux Etats-Unis pré-guerre et dans les années 50. « Push and Pull factors for the US ». Le ressenti des immigrants ayant réussi ou pas aux Etats-Unis à travers différentes périodes de l'histoire des Etats-Unis très liées à l'immigration.

Activités langagières visées	NIVEAUX DE COMPETENCES VISEES	
Compréhension écrite	B1 +/B2 Niveau visé: B2	Lire avec un grand degré d'autonomie : • identifier rapidement le contenu et la pertinence d'un texte dans une gamme étendue de sujets. • comprendre des textes dans lesquels les auteurs adoptent une position ou un point de vue particulier.
Expression écrite/orale	B1+/B2 Niveau visé: B2	Ecrire des textes clairs et détaillés sur une gamme étendue de sujets relatifs à son domaine d'intérêt : • résumer un large éventail de textes. • écrire des lettres exprimant différents degrés d'émotion, souligner ce qui est important. • écrire des descriptions élaborées d'événements et d'expériences dans un texte articulé

## Séance n°1

Support : dernière scène du film « Angela's Ashes » dans laquelle on voit Frankie partir avec une valise et arriver aux Etats-Unis en bateau. Dans cette scène, accompagnée d'une musique émouvante, des gros plans sur le visage de Frankie montrent son espoir et un sourire sur son visage quand il voit apparaître la statue de la Liberté. Tous les autres voyageurs du bateau ont le visage tourné vers la Statue de la Liberté. Les jeux de lumière, notamment sur le soleil levant sont la métaphore d'un nouveau départ.

Objectif culturel	
Thème culturel traité	Le rêve américain
Lieux évoqués	Les Etats-Unis: New York, la Statue de la Liberté
<u>Objectif général</u>	Construire le sens du document afin d'émettre des hypothèses sur la situation de Frankie et sur ce qu'il peut penser au moment où il aperçoit la Statue de la Liberté

### Objectifs principaux de la séance :

Activités langagières	Stratégies mises en place
Comprendre une scène de film sans paroles	<b>COMPRENDRE</b> <ul style="list-style-type: none"><li>• Anticiper à partir d'une scène courte et sans paroles</li><li>• Identifier les lieux</li><li>• Repérer, mettre en relation, traiter l'information</li></ul>
Production orale (Prendre part à une conversation)	<b>PARLER - Interagir à l'oral</b> <ul style="list-style-type: none"><li>• Emettre des hypothèses</li><li>• Mettre en commun les éléments repérés</li><li>• Assembler les hypothèses pour tirer des conclusions sur la situation d'un personnage que l'on voit arriver aux Etats-Unis. Se demander pourquoi il arrive en bateau et essayer de définir l'époque. Imaginer ce qu'il se dit et ce qu'il pense en arrivant aux Etats-Unis, ce que peut représenter pour lui l'arrivée dans ce pays nouveau et ce que peut représenter la Statue de la Liberté pour lui avec toute sa symbolique. Arriver à la notion de « rêve américain » que les élèves essaieront de définir.</li></ul>
Production orale (Présenter une description claire de la situation)	<b>PARLER - S'exprimer oralement en continu</b> <ul style="list-style-type: none"><li>• Utiliser des notes pour faire une synthèse orale de ce qui a été dit (pause structurante)</li></ul>

### Compétence communicative langagière:

Composante linguistique :	
Objectifs grammaticaux	<ul style="list-style-type: none"><li>• WH-questions</li><li>• Be+ing : valeur de description</li><li>• He could be/He may be</li></ul>

	<ul style="list-style-type: none"> <li>• Will/will be able</li> </ul>
<b>Objectifs lexicaux</b>	<ul style="list-style-type: none"> <li>• la description physique, surtout du visage.</li> <li>• Le bateau</li> <li>• Lexique lié à l'environnement socioculturel de l'immigré et ses espoirs et rêves</li> <li>• Symboles et métaphores liés à la scène (plans et lumières et musique).</li> </ul>
<b>Objectifs phonologiques</b>	<ul style="list-style-type: none"> <li>• Savoir commenter une scène de film.</li> </ul>

GUIDAGE DU PROFESSEUR	PRODUCTIONS ORALES POSSIBLES ET/OU ATTENDUES
<p><b>1) Visionnement de la scène</b>  Watch, listen and pick out the elements of the situation</p> <ul style="list-style-type: none"> <li>- place</li> <li>- characters</li> <li>- probable action</li> </ul> <p>Rephrase the situation</p> <p>Why do you think he is leaving and why the US?</p>	<p><i>We can see a boy leaving with a case, we see him from behind in a narrow, wet alley. We can guess that <b>he is leaving</b>. Then he is on a boat and arrives in the US by boat (introduire la notion de "voyage").</i></p> <p><i>The light, the smile on his face (angle shots) and the moving music when the Statue of Liberty appears in front of him makes us guess that he is happy, relieved to be in the US. All the travellers on the boat look towards the Statue and the light means that this is the morning; <b>they must have travelled for a long time from Ireland. He is probably an immigrant.</b></i></p> <p><i>Maybe his life is not very good and he wants to have a better life. The US seems to be a country where he will be able to be free hence the Statue of Liberty. The action seems to be in the 1920s.</i></p>
<p>In groups of two imagine what his inner thoughts are when he sees the Statue of Liberty</p>	<p><i>"I am so glad to be here, to see the Statue of Liberty means everything to me, this is a fresh start and a new beginning to my new life. I will be able to do so much here and to make my dreams come true. I will start a new life here, in the US, in the country where everything is possible. This is my American Dream."</i></p>
<p>Define the notion of the "American Dream" (in groups of two)</p> <p>Sur transparent: write key words and expressions that you would include in a definition of the American Dream.</p> <p>En guise de trace écrite on pourra donner aux élèves la définition du rêve américain d'après Wikipedia avec des blancs à remplir (soit en classe, soit en homework)</p>	<p><i>The <b>American Dream</b> is a national ethos of the <u>United States</u> in which freedom includes the opportunity for prosperity and success. In the definition of the American Dream by <u>James Truslow Adams</u> in 1931, "life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement" regardless of <u>social class</u> or circumstances of birth. The idea of the American Dream is rooted in the <u>United States Declaration of Independence</u> which proclaims that "<u>all men are created equal</u>" and that they are "endowed by their Creator with certain inalienable Rights" including "Life, Liberty and the pursuit of Happiness." (Wikipedia)</i></p>

Homework : Find concrete examples of American dreams after reading over the definition.

## Séance n° 2 :

Etude du chapitre 1 de *Angela's Ashes* dans lequel le narrateur (qui est aussi le personnage principal (Frankie = Frank McCourt auteur du livre) exprime son regret d'avoir quitté les Etats-Unis pour vivre en Irlande dans une pauvreté dure et persistante. Dans cet extrait, il présente sa vie et la situation en Irlande dans les années 30 avec beaucoup de détails, les ponctuant d'événements sordides mais sans apporter de commentaire, de jugement ou de sentiment sur cette situation.

Objectif culturel	
Thèmes culturels traités	L'Irlande dans les années 30 : pauvreté / ce qui pousse les gens à émigrer aux Etats-Unis.
Lieu évoqué	L'Irlande (Limerick)

### Objectifs principaux de la séance :

Activités langagières	Stratégies mises en place
<b>Compréhension écrite</b>	<b>COMPRENDRE et ANALYSER</b> <ul style="list-style-type: none"><li>• Anticiper à partir d'un paragraphe (le premier) puis lire et comprendre le texte à l'aide d'un guidage dont l'objectif est de rester minimal)</li><li>• Identifier les lieux et les personnages</li><li>• Identifier la situation</li></ul>
<b>Production orale</b>	<b>PARLER - Interagir à l'oral</b> <ul style="list-style-type: none"><li>• Emettre des hypothèses</li><li>• Ecrire ses idées sur transparent pour les présenter et recouper avec celles des autres</li><li>• Donner un sens à l'extrait proposé.</li></ul>
<b>Production écrite</b>	<ul style="list-style-type: none"><li>• Utiliser des notes pour faire une trace écrite</li></ul>

### Compétence communicative langagière:

Composante linguistique :	
<b>Objectifs grammaticaux</b>	<ul style="list-style-type: none"><li>• He wishes he could / His wish is to /</li><li>• Would have</li><li>• They/he hope they/he can</li></ul>
<b>Objectifs lexicaux</b>	<ul style="list-style-type: none"><li>• la pauvreté, les conditions de vie dans l'Irlande des années 30</li></ul>
<b>Objectifs phonologiques</b>	<ul style="list-style-type: none"><li>• Prendre la parole pour présenter les idées sous forme de mots-clés.</li></ul>

Angela's Ashes, chap 1

Chapter 1 Angela's ashes, Frank McCourt,

*Angela's Ashes* is a 1996 [memoir](#) by the [Irish-American](#) author [Frank McCourt](#). The memoir consists of various anecdotes and stories of Frank McCourt's impoverished childhood and early adulthood in [Brooklyn, New York](#) and [Limerick, Ireland](#), as well as McCourt's struggles with poverty, his father's drinking issues, and his mother's attempts to keep the family alive. *Angela's Ashes* was published in 1996 and won the [Pulitzer Prize for Biography or Autobiography](#). A sequel to the book, *'Tis*, was published in 1999, and was followed by *Teacher Man* in 2005. The book is written in the present tense and usually confines the narrator to the role of an un-biased reporter. Despite the hardship and poor working conditions that the book deals with, it is written with some amount of humour and light-heartedness. (Wikipedia)

## Chapter One

My father and mother should have stayed in New York where they met and married and where I was born. Instead, they returned to Ireland when I was four, my brother, Malachy, three, the twins, Oliver and Eugene, barely one, and my sister, Margaret, dead and gone.

When I look back on my childhood I wonder how I survived at all. It was, of course, a miserable childhood: the happy childhood is hardly worth your while. Worse than the ordinary miserable childhood is the miserable Irish childhood, and worse yet is the miserable Irish Catholic childhood.

People everywhere brag and whimper about the woes of their early years, but nothing can compare with the Irish version: the poverty; the shiftless loquacious alcoholic father; the pious defeated mother moaning by the fire; pompous priests; bullying schoolmasters; the English and the terrible things they did to us for eight hundred long years.

Above all -- we were wet.

Out in the Atlantic Ocean great sheets of rain gathered to drift slowly up the River Shannon and settle forever in Limerick. The rain dampened the city from the Feast of the Circumcision to New Year's Eve. It created a cacophony of hacking coughs, bronchial rattles, asthmatic wheezes, consumptive croaks. It turned noses into fountains, lungs into bacterial sponges. It provoked cures galore; to ease the catarrh you boiled onions in milk blackened with pepper; for the congested passages you made a paste of boiled flour and nettles, wrapped it in a rag, and slapped it, sizzling, on the chest.

From October to April the walls of Limerick glistened with the damp. Clothes never dried: tweed and woolen coats housed living things, sometimes sprouted mysterious vegetations. In pubs, steam rose from damp bodies and garments to be inhaled with cigarette and pipe smoke laced with the stale fumes of spilled stout and whiskey and tinged with the odor of piss wafting in from the outdoor jakes where many a man puked up his week's wages.

The rain drove us into the church -- our refuge, our strength, our only dry place. At Mass, Benediction, novenas, we huddled in great damp clumps, dozing through priest drone, while steam rose again from our clothes to mingle with the sweetness of incense, flowers and candles.

Limerick gained a reputation for piety, but we knew it was only the rain.

1. Read the first paragraph and say what the narrator's wish is:  
His wish is to be in the US. He wishes he and his family stayed in the US. He would have liked to stay in the US where his parents had met.
  
2. Read the rest of the extract and say why his wish is to be in the US, fill in the following worksheet in groups of 2 (underline in the text the elements that helped you to find your answers):
  - a) Family: Father/Mother, 4 children: one dead + the narrator
  - b) Country where they live: Ireland
  - c) Father's personality: Alcoholic
  - d) Mother's personality: practicing Catholic
  - e) Living conditions: Extreme poverty and harsh living conditions (lexical field of dampness and cold).
    - Wet/cold weather → deadly diseases, illnesses
    - Dampness → wet and moldy clothes
    - Pubs → alcoholism and dirt, money waste
    - Church → hope and spiteful ("pompous priests")
    - School → strict and bullying headmaster
    - English → hate
  - f) Narrator's feelings on life in Ireland: He remembers everything in great detail, his description of life in Ireland is very precise and documented but there is no complaint or personal comments. It is almost like a documentary, when he writes about his sister he writes "dead and gone", there are no feelings or personal commentary on what happened. Yet it must have left a bitter taste in him as he can remember so much detail and so many precise things and events.
  - g) Draw a portrait of Ireland in the 1930s and say why people wanted to emigrate to the US: (what did they hope for?):
    - i. the country's lack of modern industries meant it was very difficult for people to live a secure life. They suffered general poverty, low wages and wretched living conditions.
    - ii. They depended on farming and had very little land. They often sub-divided their land and eventually it became too small to live off. Smallholders were often evicted to make way for new farming methods. They became dependent on potatoes as a result. If they stayed in Ireland after the potato blight, their diet would have been dreadful.
    - iii. Many could not pay the increasing rents on their farms.
    - iv. Thus the Irish were desperate to escape the famine and some were forced to leave by their landlords.

People wanted to move to the US to have a better life, they didn't want to stay in Ireland and have to live in these conditions. They hoped they would have better life conditions in the US, they would have more money, a better health and they hoped they would be happier.

Homework: The reality of the American Dream: <http://www.kinsella.org/history/histira.htm>

## Irish Immigrants in America during the 19th Century

[< Home](#)



Though life in Ireland was cruel, emigrating to America was not a joyful event...it was referred to as the American Wake for these people knew they would never see Ireland again. Those who pursued this path did so only because they knew their future in Ireland would only be more poverty, disease, and English oppression. America became their dream. Early immigrant letters described it as a land of abundance and urged others to follow them through the "Golden Door." These letters were read at social events encouraging the young to join them in this wonderful new country. They left in droves on ships that were so crowded, with conditions so terrible, that they were referred to as Coffin Ships.

Even as the boat was docking, these immigrants to America learned that life in America was going to be a battle for survival. Hundreds of runners, usually large greedy men, swarmed aboard the ship grabbing immigrants and their bags trying to force them to their favorite tenement house and then exact an outrageous fee for their services. As the poor immigrant had no means of moving on, they settled in the port of arrival. Almshouses were filled with these Irish immigrants. They begged on every street. One honest immigrant wrote home at the height of the potato famine exodus, "My master is a great tyrant; he treats me as badly as if I was a common Irishman." The writer further added, "Our position in America is one of shame and poverty." No group was considered lower than an Irishman in America during the 1850s.

### New Life in New York

My cold went away, and soon the officials told me that my father and uncle were coming to get me.

As I stepped off the boat from Ellis Island, I felt a rush of joy. All around me were hundreds of families greeting their relatives, welcoming them to America.

That was the beginning of my new life in New York. Right away I started singing in concerts and making money to help bring the rest of my family to America. I sang in school, too. I sang "My Country 'Tis of Thee" and "The Star-Spangled Banner." I learned quickly.



Here I am, the singing "wonder child."

### Singing for the President

My voice was the ticket that would bring my family to America. A congressman who had heard me sing, arranged for me to come to Washington, D.C., and perform for leaders at the U.S. Capitol.

The politicians liked me and wanted to help. They got me an invitation to sing for President Calvin Coolidge in the White House! That did it. After I sang, I met the President. He shook my hand and told me that I sang well. He said he'd help get my mother, brothers, and sisters to America. We would be a family again!



They called me "the wonder child," even at the White House!

## Mise en œuvre :

Group work:

**Commentaire de l'équipe éditoriale :** en fonction du contenu du document, le professeur pourra faire travailler les élèves selon leurs compétences de lecteur. Pour les lecteurs les plus démunis, une lecture du témoignage facilitera l'accès au sens (phrases courtes, syntaxe plus élémentaire, présence du 'JE' vecteur d'émotions et d'expériences personnelles, proches de celles visées au niveau A2).

## **Séance n°3 :**

Travail sur 3 lettres extraites d'un recueil de lettres envoyées par des immigrés polonais vivant aux Etats-Unis à leurs familles en Pologne (années 1890). Ces lettres bien que différentes (notion de bonheur et de réussite s'opposant au sentiment d'échec et déception) tournent autour du thème de l'argent et de l'intégration dans la société américaine : le rêve américain est ici basé sur l'argent et l'intégration et il n'est accessible qu'aux plus forts et aux plus travailleurs.

Objectif culturel	
Thème culturel traité	L'immigration aux Etats-Unis : réussite ou échec
Lieu évoqué	Les Etats-Unis (1890s)
<b><u>Objectif général</u></b>	Comprendre des lettres authentiques sur la situation à laquelle les immigrés étaient confrontés aux Etats-Unis dans les années 1890s.

## **Objectifs principaux de la séance :**

Activités langagières	Stratégies mises en place
<b>Compréhension écrite</b>	<b>COMPRENDRE et ANALYSER</b> <ul style="list-style-type: none"><li>• Identifier les documents : nature, source, expéditeur, destinataire.</li></ul>
<b>Production orale</b>	<b>PARLER -Interagir à l'oral</b> <ul style="list-style-type: none"><li>• Différencier les lettres et les expériences de chaque immigré.</li><li>• Faire le lien entre ces lettres et le rêve américain (à l'aide d'un guidage proposé et étude faite par groupes de 2 élèves)</li></ul>
<b>Production écrite</b>	<ul style="list-style-type: none"><li>• Utiliser des notes pour écrire une lettre</li></ul>

## **Compétence communicative langagière:**

Composante linguistique :	
<b>Objectifs grammaticaux</b>	<ul style="list-style-type: none"><li>• If clauses / la condition</li><li>• Le preterit, le past perfect</li><li>• Should have / could have</li></ul>
<b>Objectifs lexicaux</b>	<ul style="list-style-type: none"><li>• Les conditions de vie des immigrés aux Etats-Unis</li><li>• Notion de regret et de réussite</li></ul>
<b>Objectifs phonologiques</b>	<ul style="list-style-type: none"><li>• Prendre la parole pour présenter les idées sous forme de mots-clé.</li></ul>

## Writing Home: From the USA to Poland

William I. Thomas and Florian Znaniecki published the following excerpts of letters from immigrants in America to their families in Poland in their book *The Polish Peasant in Europe and America*, volume 1.

Nanticoke,  
February 10, 1891

Here they select workers just as they pick out beasts at the market in the old country, or as they do for the army - just as long as they are strong and healthy; that is how they deal with people. But it is true, that if one is strong, young, healthy, and industrious, then he can make 100 rubles a month; but he also has to know how to speak American. One can make a ruble here much faster than one can make a half ruble in an entire summer there [Poland]. And one does not reach one's goal quickly, because one does not know the language, and that is important for everyone. But if someone has the desire and he can afford to, he should not be afraid to come. But he must be strong and energetic, and he must live in a good neighborhood, have a good address, and have a friend so that he would not make out as I did... America is the richest country [in the world], but all of its wealth is in the earth; that is why work is so hard everywhere [here]. . . But everyone can come here without any hesitation and can make a grosz\* more quickly here than there...

Julian

\*grosz: Polish smallest money unit

Schenectaday,  
March 16, 1891

Dear mother,  
Stay in the old country and once a day you will eat and you will be healthier than in America. For me, if the Lord God bestows health on me, then I will come back to the old country in the fall. In America, too, there is much poverty developing and it will get even worse. Many people are without work; there is no work to be had. The one who works, works and the one who is idle curses his life. It would have been better if I had gotten lost; it would have been better if I had drowned at sea; that is how it is in America.

Marek

Woodtown,  
April 26, 1891

Dearly Beloved Parents,

I take my pen to tell you the good news. I am safe and sound, thank God. I received your letter on the 24th of the month, in which I learned that my sister Marianna wants to come to me here. Well, it is good sailing time now. She should have at least 80 rubles. She will get a job here as a domestic for which she will be paid 8 dollars, 10 dollars, 17 dollars a month. If she will be able to understand everything that is said, she will be paid more. If she were here now, she would be getting the same pay as she does now working for the Germans. . . .

Dear Sister, do be careful on the streets [on the way]. When you arrive at Castle Garden telegraph me. Stay in Castle Garden until I come and fetch you. When you get here, you will not be digging for potatoes or pitching hay. [...]

Johann Bonkowski

Mise en œuvre :

1. Identify these 3 documents: They are letters written by people who have moved to the US in the 19<sup>th</sup> century to their families stayed in Poland.
2. In groups of 2, find what experience emigrating to the US was for each of them (a positive or a negative one)  
Julian: **positive**  
Marek: **negative**  
Johann Bonkowski: **positive**

3. How do they describe life in America ?

*Julian:* Americans are very tough with immigrants they treat them like animals. But if people are hard working and strong they can make a good salary in the US.

If you want to be successful in the US you have to be hard-working, in good health, make a lot of money, live in a good neighbourhood and speak American (you have to fit in)

If you are ready to work hard you can make it in the US.

*Marek:* The US is not a good place, there is no work and the conditions are the same as in Poland with hardship and poverty. If you want to be happy, stay in Poland.

*Johann Bonkowski:* The US is a great country for opportunities. There is work and women don't have to work on the fields. If you want to make money or have a better life, you can come to the US.

4. Give your opinion : what was their idea of the American Dream? Did their American Dream come true?
5. You are Marianna (letter 3). You have made it to the US and you are working as a domestic for a wealthy American family. Write a letter to your parents back in Poland (150 words).

## Séance n°4 :

West Side Story : *America*

Chanson extraite de la comédie musicale dans laquelle deux points de vue s'opposent et se contredisent sur la réussite aux Etats-Unis vues par les immigrés Portoricains.

Objectif culturel	
Thème culturel traité	Comédie musicale sur le thème du rêve américain vu par les portoricains. La contradiction/le conflit
Lieu évoqué	Les États-Unis (1950s)

### Objectifs principaux de la séance :

Activités langagières	Stratégies mises en place
<b>Compréhension orale</b>	<b>COMPRENDRE et ANALYSER</b> <ul style="list-style-type: none"><li>• Identifier les documents : nature, thème, importance du rythme et des paroles.</li></ul>
<b>Production orale</b>	<b>PARLER -Interagir à l'oral</b> <ul style="list-style-type: none"><li>• Identifier le thème de la chanson, les personnages et leurs points de vue</li><li>• Interpréter une scène sur le même thème : la contradiction / le conflit. Défendre son point de vue et essayer de l'imposer à l'autre.</li></ul>
<b>Production écrite</b>	<ul style="list-style-type: none"><li>• Utiliser des notes pour écrire une trace écrite</li></ul>

### Compétence communicative langagière:

Composante linguistique :	
<b>Objectifs grammaticaux</b>	<ul style="list-style-type: none"><li>• Opposition/Contraste/Concession</li><li>• Expression du désaccord</li></ul>
<b>Objectifs lexicaux</b>	<ul style="list-style-type: none"><li>• le désaccord, l'opposition, le contraste</li><li>• le rêve américain et son opposé</li></ul>
<b>Objectifs phonologiques</b>	<ul style="list-style-type: none"><li>• Jouer une scène de dispute et de contradiction.</li></ul>

### Mise en œuvre :

Guidage professeur	Productions possibles et/ou attendues des élèves
Watch the extract from West Side Story and say what it is.	It is a song from the 1950s. It is a musical.
Identify the main theme in this song.	This is about what you can do in America. It is about the American dream.
Identify the character	The protagonists all have an accent. Maybe they are Spanish or South American .
Listen to the song again and read the lyrics at the same time (visionnement + paroles)	There is a clash, an opposition between two different opinions. This is represented by the dance moves and the confrontational steps as well as the rhythm of the song and the clapping hands. The exchanges between

<p>distribuées)</p> <p>Sum up The boys' point of view The girls' point of view</p>	<p>boys and girls are fast and contradictory, their steps are confrontational. The rhythm of the song is fast. The girls love being in America. They seem to be very happy and they don't regret being there.</p> <p>Anita enunciates Puerto Rican reality as an underdeveloped country with all kinds of natural disasters, socio-economic and demographic problems, and crime. Although Bernardo discredits and demystifies Anita's exaltation of the "American Dream," his comments are subordinated and silenced because of the song's patriotic pro-U.S.A. propaganda. Anita expels any dissidence against the "American Dream" in "the land of opportunity":</p> <p style="text-align: center;"><i>"If it's so nice at home, why don't you go back there? I know a boat you can get on (167)."</i></p> <p>The boys' point of view is more realistic and down to earth. The girls have an idyllic image of the US. They believe in the American dream when the boys don't. The girls glorify the American way of life whereas the boys despise it.</p> <p><b><i>Assimilation versus Acculturation</i></b></p> <p>Assimilation and acculturation, although sharing some similar qualities, are not interchangeable. While acculturation does allow adoption by a minority cultural group of a majority cultural group's customs and attitudes, the minority group manages to stay a distinct, although, altered, society. Assimilation; however, does not leave the minority culture intact as the minority group will gradually adopt the customs and attitudes of the dominant culture until inevitably it becomes completely absorbed by the dominant culture. In the case of the African American versus the Hispanic American, these differences can be clearly seen.</p>
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**Tâche intermédiaire :**

Act out: prepare a scene in which you and your husband or friend disagree on the American Dream, one of you wants to move to the US and the other one is opposed to this idea (p 78, p158/159 New Bridges)

Homework: Find examples of famous American people who have lived or are living their American dream

## Séance n°5 :

*Obama's speech on the American Dream* : il s'agit du discours d'Obama sur le rêve américain, en tant que sénateur pendant la campagne présidentielle. Dans ce discours, le rêve américain est idéalisé et les valeurs américaines telles que travailler dur pour réussir et ne pas se plaindre mais persévérer pour réussir et arriver au sommet sont prégnantes. Il s'agit d'un discours promouvant la promesse faite aux Américains de partager ce rêve avec eux et de leur donner accès à ce rêve. Il s'agit d'un discours sans véritable programme économique ou politique. Ce discours est entièrement basé sur le personnage de B. Obama et non sur son parti politique.

Objectif culturel	
Thème culturel traité	Discours de sénateur américain pour convaincre les gens de voter pour lui. « Vendre le rêve américain »
Lieux évoqués	Les États-Unis, Chicago

### Objectifs principaux de la séance :

Activités langagières	Stratégies mises en place
Compréhension écrite et orale	<b>COMPRENDRE et ANALYSER</b> <ul style="list-style-type: none"><li>• Identifier la nature du discours.</li></ul>
Production orale	<b>PARLER -Interagir à l'oral</b> <ul style="list-style-type: none"><li>• Identifier le thème du discours et son but</li><li>• Lister les points et les problèmes évoqués dans ce discours</li><li>• Définir le rêve américain dans les années 2000</li></ul>
Production écrite	<ul style="list-style-type: none"><li>• Utiliser des notes pour écrire une trace écrite</li></ul>

### Compétence communicative langagière:

Composante linguistique :	
Objectifs grammaticaux	<ul style="list-style-type: none"><li>• Présent simple/ prétérit</li><li>• Possessifs</li></ul>
Objectifs lexicaux	<ul style="list-style-type: none"><li>• les éléments d'un discours convaincant</li><li>• Les notions des valeurs américaines</li></ul>
Objectifs phonologiques	<ul style="list-style-type: none"><li>• Repérer et comprendre les intonations d'un discours.</li></ul>

# Obama's November 7, 2007, speech on the 'American Dream'

December 21, 2007 (as senator, election campaign for 2008)

It's wonderful to be here today. I feel right at home in Bettendorf, which is just a stone's throw from my home state of Illinois.[...] But the truth is, we share more than the banks of a great river.

If you spend time in Washington, you hear a lot about the divisions in our country. About how we're becoming more separated by geography and ideology ; race and religion; wealth and opportunity. And we've had plenty of politicians who try to take advantage of these divisions - pitting Americans against one another, or targeting different messages to different audiences.

But as I've traveled around Iowa and the rest of the country these last nine months, I haven't been struck by our differences - I've been impressed by **the values and hopes that we share**. In big cities and small towns; among men and women; young and old; black, white, and brown - **Americans share a faith in simple dreams. A job with wages that can support a family. Health care that we can count on and afford. A retirement that is dignified and secure. Education and opportunity for our kids. Common hopes. American dreams.**

**These are dreams that drove my grandparents.** After my grandfather served in World War II, the GI Bill gave him a chance to go to college, and the government gave them a chance to buy a home. **They moved West, worked hard at different jobs, and were able to provide my mother with a decent education, to help raise me, and to save enough to retire.**

**These are dreams that drove my father-in-law.** A city worker in Chicago, he was diagnosed with Multiple Sclerosis at the age of 30. But every day, even when he had to leave an hour earlier in the morning and rely on a walker to get him there, he went to work while his wife stayed home with the kids. And on that single salary, he provided for his family and sent my wife Michelle and her brother to college. **His dream was to see them do better. And they have.**

**These are dreams that drove my mother.** A single mom - even while relying on food stamps as she finished her education, she followed her passion for helping others, and raised my sister and me to believe that in America there are no barriers to success - no matter what color you are, no matter where you're from, no matter how much money you have.

**And these are the dreams that led me to Chicago over two decades ago to become a community organizer.** The salary - \$12,000 a year - wasn't what my friends would make in the corporate world or at law firms. I didn't know a single person in Chicago. **But I knew there were folks who needed help. The steel plant had closed. Jobs were disappearing. In a forgotten corner of America, the American dream was slipping away. And I knew dreams are worth fighting for. [...]**

## Mise en œuvre :

Class divided into 2 groups

Group 1: What is Barack Obama's American Dream?

For him the American Dream is a long term hard work, it started with his grandparents who came to the US, worked hard to be able to fit in the American society and they respected American values → his grandfather fought as a GI. His mother worked very hard and had to live on food stamps to be able to bring up her kids. It was the 3<sup>rd</sup> generation (Barack Obama) who finally took advantage of this hard work. He became the first black American president. He studied at the university and made his dream come true. In his speech he is very thankful to the American government and politicians. He strongly believes in the American dream in this speech. He says he wants to share this dreams with others (pre-election speech). This is an advert for the American Dream.

Group 2: What is the American Dream for American people according to Obama?

Work, education, health care, retirement, successful career and traditional family values. His idea is that your skin colour, origins, or lifestyle shouldn't stop you from achieving your American Dream.

## Séances n°6 & 7 :

Préparation du travail d'écriture (évaluation finale) avec distribution du sujet précis et d'une grille d'évaluation critériée.