



# SCENARIO D'APPRENTISSAGE

Fiche gabarit proposée par le site d'anglais de l'académie de Grenoble

## PANORAMA

- Niveau de classe : [Terminale](#)
- Titre du scénario d'apprentissage : [The evolution of women's condition](#)
- Activité(s) langagière(s) dominante(s) : [CO + EE](#)
- Niveau(x) européen(s) visé(s) : [B2](#)
- Problématique retenue : [To what extent have women reached equality with men nowadays in Britain?](#)
- Champ(s) culturel(s) des programmes abordé(s) : [sphère privée vs sphère publique](#)
- Nombre de séances prévues : [+ - 8](#)

## SUPPORTS EXPLOITES (références)

Tous les liens sont sur la dernière page

- Supports écrits : articles sur l'ère Victorienne (Site internet de la British Library) + essai d'Helena Wojtczak ; essai féministe *Why I want a Wife* de Judy Syfers Brady, 1970 ; sites internet
- Supports audio : discours d'Emma Watson aux Nations Unies, campagne *He for She*, 2014
- Supports vidéo : corpus de vidéos sur le combat pour le droit de vote des femmes en Angleterre (liens vers YouTube)
- Supports iconographiques : George Cruikshank's *British Bee Hive*, 1840; photographies des Suffragettes et Suffragistes

## EVALUATIONS

- Libellé de la tâche finale + activité(s) langagière(s) concernée(s) :

- **Final task (B1)**

As a project manager at HSBC, a financial company headquartered in London, you want to make your co-workers aware of the pay gap between male and female employees for the same work. You want to convince them this is unacceptable. Write a speech of about 100 words.

- **Final task (B2)**

As a project manager at HSBC, a financial company headquartered in London, write a speech to promote gender equality at work and equal pay for men and women. (about 300 words)

- Libellés de la/des tâche(s) intermédiaire(s) + activité(s) langagière(s) concernée(s) : **1. Make a poster showing the methods used by suffragists and suffragettes. Make the IDs of Millicent Fawcett and Emmeline Pankhurst. EE**

**2. Choose a topic that is particularly meaningful to you and write a text saying what you want. Use the first person, repetitions and metaphors; be humorous or ironical. EE**

## AXES COMMUNICATIFS ET LANGAGIERS A DEVELOPPER POUR REALISER LA TACHE FINALE

**Objectifs culturels :** avoir une vue d'ensemble de l'évolution de la condition féminine depuis l'ère victorienne, des combats des femmes pour l'égalité des droits, le droit de vote et la reconnaissance des compétences, sans égard au genre.

**Objectifs lexicaux :** les tâches ménagères, le suffrage, les attributions des hommes et des femmes ; le plafond de verre, la disparité des salaires entre hommes et femmes, l'égalité des sexes ; les stéréotypes ; les sentiments

**Objectifs grammaticaux :** les temps : présent, passé *et Present Perfect* ; la comparaison (comparatifs, connecteurs logiques) ; le souhait ou le conseil ;

**Objectifs phonologiques** : la tâche finale est une expression écrite

**Objectifs sociolinguistiques<sup>1</sup> et pragmatiques<sup>2</sup>** : savoir écrire un discours ; convaincre ; repérer et savoir utiliser l'humour, l'ironie

**Objectifs citoyens** : l'égalité homme-femme ; le respect des droits individuels

<sup>1</sup> La compétence sociolinguistique renvoie au fonctionnement de la langue dans sa dimension sociale : règles de politesse, marqueurs de relations sociales, différence de registre, accents, etc. <sup>2</sup> La compétence pragmatique renvoie à la maîtrise du discours, à sa cohésion, à sa pertinence, au repérage des types et genres textuels, des effets d'ironie, de parodie, etc.

## MISE EN ŒUVRE DES SEANCES D'APPRENTISSAGE

**SUPPORT UTILISE** : articles de la British Library sur l'ère victorienne + Women's status in mid-19<sup>th</sup> century England, a brief overview by Helena Wojtczak; + George Cruikshank's British Bee Hive, sketched in 1840

ETAPE 1 Durée 1 séance	A L <sup>3</sup> CE	Lire les articles du site en salle info ( <b>ou classe inversée</b> ). + repérer la place des femmes dans la <i>Ruche britannique</i> de George Cruikshank, illustration de 1840.  Lire l'article d'Helena Wojtczak en classe.  Relever les thèmes abordés et les reporter dans un diagramme (en toile d'araignée). [les donner pour les élèves les moins rapides]	<ul style="list-style-type: none"> <li>➤ Women's role(s) or purposes</li> <li>➤ Women's rights or personal freedom</li> <li>➤ Women's education</li> <li>➤ Women's property &amp; money</li> <li>➤ Occupations for working class women</li> </ul>	Intérêt de l'étape dans la perspective de la réalisation de la tâche finale  Connaître les droits (ou absence de droits) des femmes au 19 <sup>ème</sup> siècle en Angleterre.
ETAPE 2 1 séance	CE EE	Compléter le diagramme à l'aide d'extraits des textes du site + article d'Helena Wojtczak.		Recap visuel de la condition féminine au 19 <sup>ème</sup> siècle
Etc.		Recap en utilisant les structures de l'obligation, la permission et l'interdiction au passé. > HW	<p>Women weren't allowed to.../ couldn't ...</p> <p>They had to .../ were compelled / forced to...</p> <p>They could/ were allowed/permitted ...</p>	Repérer que les femmes avaient surtout des obligations et des interdictions, peu de permissions ou de droits

**SUPPORT UTILISE : ensemble de vidéos différentes pour chaque groupe (voir documents en annexe)**

<p>ETAPE 1</p> <p>Durée</p> <p>1 séance en salle info</p>	<p>AL<sup>3</sup></p> <p>CO</p>	<p>2 groupes : 1 travaille sur les Suffragistes de Millicent Fawcett (WSPU) ; l'autre sur les Suffragettes d'Emmeline Pankhurst (NUWSS).</p> <p><b>Find information about the Suffragists and Suffragettes, their leaders and their methods.</b></p> <p><b>Take notes. Be ready to share your findings with your partner(s).</b></p> <p>[questions pour les élèves les plus faibles ; voir ci-dessous]</p>	<p>WSPU legal methods to win the vote; through Parliament: suffragists</p> <p>NUWSS: militancy, acts of protest; illegal methods: suffragettes</p> <p>➤ BUT: It is the <b>combination of both</b> types of methods that finally won women the vote</p>	<p>Montrer que le combat pour obtenir le droit de vote pour les femmes a été long (52 ans) et a généré 2 types de « combattantes », les suffragistes et les suffragettes, aux méthodes différentes.</p> <p>Voir comment rejoindre l'effort de guerre pour les suffragettes leur a garanti le droit de vote + l'accès à des métiers jusque-là réservés aux hommes.</p>
<p>ETAPE 2</p> <p>Durée</p> <p>10mn</p>	<p>EE</p>	<p>Comparer les méthodes employées par les 2 groupes du mouvement pour le droit de vote des femmes + leurs chefs (en travail à la maison)</p> <p>➤ Mise en commun en classe</p>	<p>The suffragettes used more violent methods than suffragists but both ways were efficient: the legal way as much as the illegal one.</p> <p>While suffragists continued asking for the vote through Parliament, suffragettes resorted to militancy.</p> <p>As the suffragists' methods were considered as useless for the suffragettes, they turned to militancy. etc</p>	<p>Conclure que les 2 facettes du mouvement étaient complémentaires et pas opposées comme on pourrait le penser.</p>
<p>ETAPE 3</p> <p>Le reste de la séance</p>	<p>EE</p>	<p><b>Make a poster showing the methods they used.</b></p> <p><b>Make the IDs of Millicent Fawcett and Emmeline Pankhurst.</b></p>	<p>Poster</p> <p>IDs</p>	<p>Recap visuel du travail de recherches</p> <p>+ discours d'Emmeline Pankhurst</p>

**SUPPORT UTILISE : *Why I want a Wife* by Judy Syfers Brady.**

<p>ETAPE 1</p> <p>1 séance</p>	<p>CE</p> <p>EO</p>	<p>Première partie du texte tronqué + dernière phrase pour l'effet de surprise.</p> <p>[Ce n'est pas un homme/ un mari qui parle mais une femme qui voudrait bien avoir une épouse qui fasse tout à sa place...]</p>		<p>Repérer la structure et les caractéristiques d'un discours (ici, écrit).</p>
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**Read this text; who's speaking? Justify.**

**What does a wife do? List her activities.**

Montrer le texte en entier.

**Comment on the tone of the text. What do you think it is? Why? Justify.**

**Look at the structure of the text. What do you notice?**

**What is the aim of this text? Its target?**

**Conclude on the type of text.**

**Do you find it effective?**

A **man** is speaking; he wants a **wife**. A wife who does everything, including taking care of him. Also, he wants to change wives if/when he is fed up with her.

A wife does everything. The house chores (list). + taking care of children and husband.

➤ It's a woman who "speaks"

Humorous, ironical, a bit exaggerated.

A feminist text. "it suddenly occurred to me that I, too, would like to have a wife"

Repetition of "I want a wife who" + will or simple present.

Use of pronoun I.

Use of adverbs "suddenly; naturally, by chance"

Rhetorical question: "My God, who wouldn't want a wife?"

This aim is to make the reader laugh/smile at this exaggerated description of a wife's duties.

It aims at male readers, to make them realize what a wife has to do, in comparison with his own role (working to earn money to support his family).

So, this must be a feminist speech.

It is very effective, since it has a double meaning and purpose: it entertains at the same time as it educates.

<p>ETAPE 2</p> <p>1 séance</p>		<p><i>Choose a topic that is particularly meaningful to you and write a text saying what you want.</i></p> <p><i>Use the first person, repetitions and metaphors; be humorous or ironical.</i></p>		<p>Ecrire un premier texte assez libre (pas vraiment un discours), sur un sujet au choix (peu contraignant) et d'une longueur libre (pas de nombre de mots imposés).</p> <p>L'objectif étant pour l'élève d'écrire avec plaisir.</p>
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**SUPPORT UTILISE:** Emma Watson – *He for She* campaign, 2014 <https://www.youtube.com/watch?v=gkjW9PZBRfk> (4:05-6:20) + (6:57-9:56)

<p>ETAPE 1</p> <p>1 séance</p>		<p>Classe inversée : regarder la vidéo en entier</p> <p><i>Have we achieved gender equality today? In pairs, list the fields in which women are equal to men.</i></p> <p><i>Define a woman's role or/ and attributions. Use modal auxiliaries.</i></p> <p><i>Then do the same for men.</i></p> <p>CO En classe : regarder la première partie de la vidéo sélectionnée. (4:05-6:20)</p> <p>[Après un repérage à l'oral des thèmes traités + remarques des élèves ; travailler sur le script pour les questions de structure du texte.]</p> <p>(4:05-5:08)</p> <p>EO <i>Listen and pick out the domains evoked by Emma Watson.</i></p> <p><i>Have women achieved gender equality in these domains? Everywhere in the world?</i></p> <p><i>(are actresses paid the same as actors?)</i></p> <p>(5:09-5:52) + script</p> <p><i>How does Emma Watson consider herself? why?</i></p> <p><i>Pick out the examples given.</i></p>	<p>A woman can.... ; a woman should ....; must ; mustn't ....</p> <p>A man ...</p> <p>Salary; abortion, rape; female representation in politics; respect within society. Equality.</p> <p>NO. No country in the world offers women gender equality.</p> <p>No</p> <p>A privileged person; one of the "lucky ones"</p> <p>Personal life, school, work.</p> <p>Negative form. Emma Watson states what she is</p>	<p>Se renseigner sur le contexte (et les raisons) dans lequel ce discours a été prononcé.</p> <p>Ce discours est très clair, facile à comprendre.</p> <p>La question de la rémunération des hommes et des femmes pour un travail égal est abordée en filigrane. ("I think it's right I am paid the same as my male counterparts").</p>
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	<p><b>What do you notice about the first 3 sentences? Explain. What is she talking about? (referring to?)</b></p> <p><b>Find examples of countries where basic human rights are not respected.</b></p> <p><b>What about Europe?</b></p> <p><b>Pick out a word that seems to stand out.</b></p> <p>[This word describes the fact to fight for the rights of women]</p> <p>(5:53-6:20)</p> <p><b>What does Emma Watson want? Suggest?</b></p>	<p>not, has not been confronted with, has not suffered. So, this suggests other women do/did.</p> <p>In some countries, baby girls are rejected, even killed (India); in other parts of the world, girls cannot go to school (in Africa for example) or study at a higher level; some (European) countries discriminate young women, mothers-to-be women.</p> <p><b>Feminists.</b> (inadvertent)</p> <p>+ Gender equality ambassadors.</p> <p>More feminists to join in the fight for women's rights around the world.</p> <p>It's the idea of equality which is important, not the word to describe the fight &gt; "don't be afraid of this word!"</p>	<p>Amener les élèves à dire que les féministes ne sont pas que des femmes.</p>
<p>ETAPE 2 (à la maison)</p>	<p>2<sup>ème</sup> partie de la video (6 :57-9 :56) à faire en autonomie, avec des questions.</p> <p><b>What about men ?</b></p>	<p>Men are imprisoned into stereotypes too.</p> <p>If we want equality, let's have men free to exist as they want, with their flaws and qualities.</p>	<p>Montrer que les hommes aussi sont victimes de la théorie du genre, qu'eux aussi veulent l'égalité des sexes (la reconnaissance de leur vulnérabilité et/ ou sensibilité par exemple).</p>
<p>ETAPE 3 10mn</p>	<p>FIN (11 :70-12 :30)</p> <p><b>If nobody does anything, what will be the consequences for women?</b></p>	<p>For dozens of years, the gender pay gap will continue, millions of little girls will still be forced into marriage, there'll be no secondary education for African girls...</p> <p>Make everybody react, do something, take part in the campaign for gender equality.</p>	<p>Se rendre compte de la portée, ou puissance d'un discours. Ce n'est pas simplement un joli texte composé de mots, avec des métaphores et des références &gt; tout ceci a un but : faire changer les mentalités, faire évoluer la société.</p> <p>Le discours comme arme citoyenne.</p> <p>L'égalité des sexes est l'affaire de tous.</p>

		<i>So, what is the aim of Emma Watson's speech?</i>	
ETAPE 4		<i>Write a summary to recap the 3 parts of the video. OR Fill in the blanks of the summary.</i>	Peut se faire en autonomie, à la maison.
<b>SUPPORT UTILISE: sites internet</b> (références ci-après)			
ETAPE 1		<p>Classe inversée : recherches sur <i>glass ceiling ; gender pay gap; equal pay day</i></p> <p><i>Be able to define glass ceiling, gender pay gap, equal pay act and equal pay day, provide examples.</i></p>	<p>Savoir à quoi correspondent ces concepts, idées.</p> <p>Connaître le fossé qui existe dans la rémunération des hommes et des femmes, à travail égal, dans les entreprises notamment.</p>
ETAPE 2 10mn		Mise en commun des définitions et exemples trouvés.	
1 séance	EE	<p><b><u>TACHE FINALE</u></b></p> <p><b>Write a speech to promote gender equality and equal pay at work today.</b> As an employee in a British company located in London, you want to make your co-workers aware of the pay gap between male and female employees for the same work. You want to convince them this is unacceptable.</p> <p>Write a speech of about 250-300 words.</p>	

<sup>3</sup>AL = activité(s) langagière(s)





## RESSOURCES ANNEXES

Déposer ici toutes les ressources utilisées dans le projet :

supports, exercices, grilles d'évaluation, liens internet, liens vers le Cloud (type Dropbox), etc.

### 1. Liens vers le site web de la British Library :

<https://www.bl.uk/romantics-and-victorians/articles/gender-roles-in-the-19th-century>

<https://www.bl.uk/victorian-britain/articles/the-victorian-middle-classes>

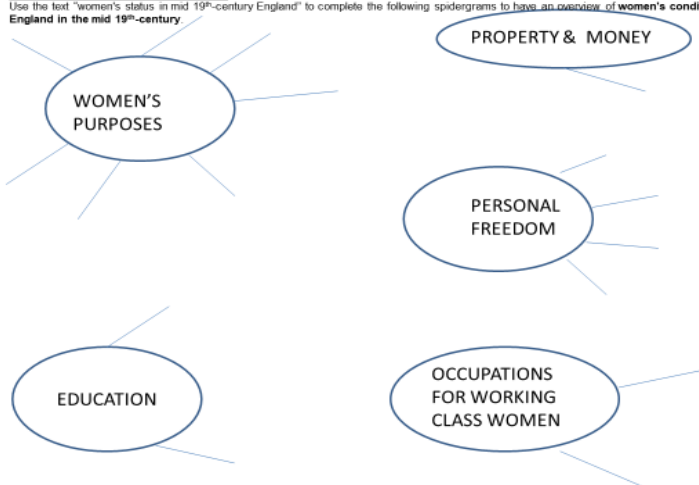
<https://www.bl.uk/romantics-and-victorians/articles/the-middle-classes-etiquette-and-upward-mobility>

### 2. Article reproduit ci-dessous

*Women's status in mid 19th-century England, a brief overview*, by Helena Wojtczak

#### Taking notes and organizing your ideas.

Use the text "women's status in mid 19<sup>th</sup>-century England" to complete the following spidergrams to have an overview of women's condition in England in the mid 19<sup>th</sup>-century.



### 3. Diagramme en toile d'araignée (ci-dessus)

#### 4. Liens vers les vidéos sur :

##### A. Suffragettes and Emmeline Pankhurst :

<https://www.youtube.com/watch?v=EvObsuYzJEc> (Suffragette, behind the scenes featurette 3:19)

<https://www.youtube.com/watch?v=NL5s9dk9U4w> (Royal Holloway University London - Emmeline Pankhurst's speech in the US, Hartford, Connecticut- 3:54)

<https://www.youtube.com/watch?v=VDXR6cjmSbc> (Emmeline Pankhurst's speech: Freedom or Death commented 1:29)

<https://www.youtube.com/watch?v=Zbdskuuocpg> (Suffragettes: 100 years since women won the right to vote - BBC News 2:35)

<https://www.youtube.com/watch?v=5rvty0tsEts> (Meet the suffragettes – development of film; 09:30)

<https://www.youtube.com/watch?v=4UPkmbgihEA> (Royal Holloway University of London -when and why suffragettes turned to militancy 5:44) > both groups + <https://www.youtube.com/watch?v=HhcAK7hjqfl> (2<sup>nd</sup> part ) > both groups

[https://www.youtube.com/watch?v=fCfU9\\_LTHFs](https://www.youtube.com/watch?v=fCfU9_LTHFs) (Museum of London marks 100th anniversary of women's vote; al Jazeera 2:40)

[https://www.youtube.com/watch?v=-G4fJ9I\\_wQg](https://www.youtube.com/watch?v=-G4fJ9I_wQg) (Suffragette Emily Davison Killed - 100th Anniversary)

[https://www.youtube.com/watch?v=216R\\_tvjYOc](https://www.youtube.com/watch?v=216R_tvjYOc) (Museum of London 3:42) Emily Wilding Davison and the Suffragette banner

<https://www.youtube.com/watch?v=pw0IAFihVfA> (Suffragists vs suffragettes did violent protest get women the vote? Channel 4; 6:25) > both groups

##### B. Suffragists and Millicent Fawcett :

<https://www.youtube.com/watch?v=4UPkmbgihEA> (Royal Holloway University of London -when and why suffragettes turned to militancy 5:44) > both groups + <https://www.youtube.com/watch?v=HhcAK7hjqfl> (2<sup>nd</sup> part ) > both groups

[https://www.youtube.com/watch?v=tpmL0f\\_o59c](https://www.youtube.com/watch?v=tpmL0f_o59c) (Millicent Fawcett 1:52)

<https://www.youtube.com/watch?v=PNqVFaxGdvw> (Mayor of London – with subtitles 1:49)

<https://www.youtube.com/watch?v=k-Unq9Tg3mE> (tribute to Millicent Fawcett in Parliament Square 2018)

<https://www.youtube.com/watch?v=N9kqRDJfZC0> (Prime Minister Teresa May's speech; March 2018 )

<https://www.youtube.com/watch?v=pw0IAFIhVfA> (Suffragists vs suffragettes: did violent protest get women the vote? Channel 4; 6:25) > both groups

<https://www.youtube.com/watch?v=Z1H-5BqsLj4> (100 years since women won right to vote, is there true gender equality in the UK? | ITV News 2 :35)

**\* Questions on the videos:**

What was the condition to be allowed to vote in Britain at the beginning of the 20<sup>th</sup> century?

What methods/ tactics did the suffragists resort to?

What methods/ tactics did the suffragettes resort to? How were (are) they considered for this reason?

What happened to them if they were caught by the police?

How many statues are there in Parliament Square? Who do they represent? What was missing until March 2018?

To conclude, which movement got women the right to vote? Justify.

**5. Lien vers le texte de Judy Syfers Brady : Why I want a wife**

<http://www.columbia.edu/~sss31/rainbow/wife.html>

**6. Lien vers le discours d'emma watson aux Nations Unies, lors de sa campagne *He for She* :**

<https://www.youtube.com/watch?v=gkjW9PZBRfk>

**7. Liens vers les sites sur Equal pay for equal work; glass ceiling; gender pay gap:**

<https://www.everydayhealth.com/womens-health/glass-ceiling-effect-its-impact-on-women/>

[http://www.feminist.org/research/business/ewb\\_glass.html](http://www.feminist.org/research/business/ewb_glass.html)

<http://glassceiling.com/exploring-the-gender-pay-gap/>

<https://www.cnbc.com/2018/06/08/why-the-gender-pay-gap-still-exists-55-years-after-the-equal-pay-act.html>

<https://www.equalityhumanrights.com/en/advice-and-guidance/equal-pay-equal-work-what-law-says>



## WOMEN'S STATUS IN MID 19TH-CENTURY ENGLAND

### A BRIEF OVERVIEW

by Helena Wojtczak

It takes a considerable leap of the imagination for a woman of the 21st century to realise what her life would have been like had she been born 150 years ago. We take for granted nowadays that almost any woman can have a career if she applies herself. We take for granted that women can choose whether or not to marry, and whether or not to have children, and how many.

Women of the mid-19th century had no such choices. Most lived in a state little better than slavery. They had to obey men, because in most cases men held all the resources and women had no independent means of subsistence. (...)

Women's purpose was to serve men and (men's) offspring, by marrying and reproducing, by raising children, looking after the sick, nursing and by teaching at elementary level. (...) Girls received less education than boys, were barred from universities, and could obtain only low-paid jobs. All professions that needed academic qualifications were closed to women. (...)

Most women had little choice but to marry and upon doing so everything they owned, inherited and earned automatically belonged by law to their husband. (...) Every man had the right to force his wife into sex and childbirth. He could take her children without reason and send them to be raised elsewhere. (...) If a woman was unhappy with her situation there was, almost without exception, nothing she could do about it. Except in extremely rare cases, a woman could not obtain a divorce and, until 1891, if she ran away from an intolerable marriage the police could capture and return her, and her husband could imprison her.(...)

Among the rich, family wealth automatically passed down the male line; if a daughter got anything it was a small percentage. Only if she had no brothers, came from a very wealthy family, and remained unmarried, could a woman become independent. (...)

From reading Victorian novels and watching television costume dramas it is easy to forget that the vast majority of women were working class. Born without a penny, they began work between the ages of about 8 to 12 and continued until marriage. A woman's fate thereafter depended on her husband. If he earned enough to support her she would usually cease work, otherwise she worked all her life, taking short breaks to give birth. Anything she earned belonged to him.

Barred from all well-paid work women were forced into a very small range of occupations. Half were in domestic service and most of the rest were unskilled factory hands or agricultural labourers. (...)

Prostitution was rife in Victorian England, the majority being "casual", resorted to only when there was no alternative. (...)

Women's clothing symbolised their constricted lives. Tight lacing into corsets and cumbersome multiple layers of skirts which dragged on the ground impeded women's freedom of movement. (...) The skirts were so wide that many women died engulfed in flames after the material caught fire from an open grate or candle.(...)

During the early to mid-nineteenth century the social order was being challenged and a new philosophy was emerging, imbued with ideals of liberty, personal freedom, and legal reform. Black slavery was being criticised and challenged, and was abolished, and working class men demanded that the right to vote be given to them and not just to a few thousand landed gentry. It was in this climate that women began to think that they, too, deserved to be emancipated from their enslaved status.

<http://www.hastingspress.co.uk/history/overview.html>