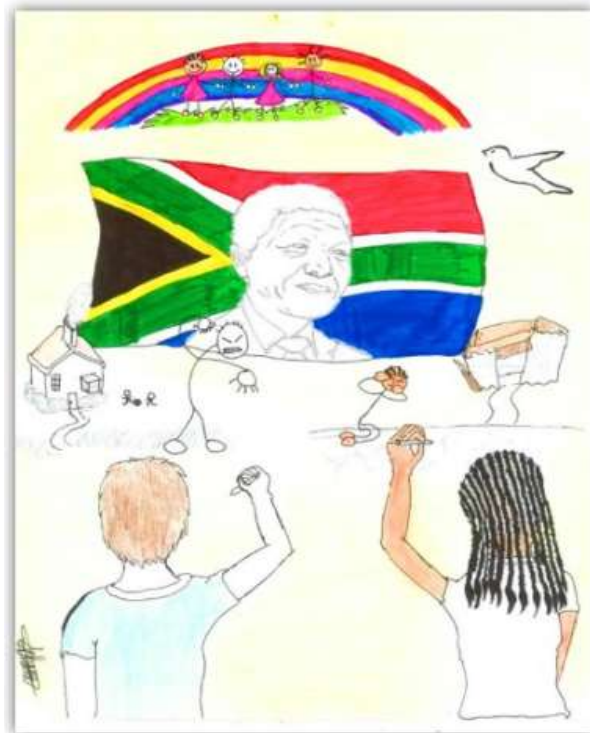


APARTHEID

(Activités réalisées sur le mode de la différenciation et de la classe Inversée)



L'ensemble de la séquence se trouve sur le site académique et a pour objectif final de faire créer par les élèves une exposition multi-supports sur l'Apartheid selon la problématique suivante :

From Oppression and Revolution to the Rainbow Nation

http://www.ac-grenoble.fr/disciplines/interlangues/file/LV_Numerique/south_africa_rafika_selmi.pdf?PHPSESSID=c68d1109cb10b551d49b01d39f38af0c

Outils numériques utilisés :

Edmodo, google drive, photopeach, movie maker.

Les activités suivantes se faisant en dehors de la salle de classe nécessitent une plateforme de référence (ENT, Edmodo...) afin que les élèves puissent travailler sur les différents supports proposés à distance en ayant à disposition la possibilité de contacter l'enseignant en cas de difficultés.

Séance 1 : **En classe inversée**

➔ Faire **découvrir l'Afrique du Sud** aux élèves (le pays, l'Histoire...). J'ai proposé plusieurs supports aux degrés de difficultés divers pour les élèves.

a) Webquest - **Compréhension écrite** -

<http://englishacademy.voila.net/webqueststhafrica.htm>

b) Questionnaire portant sur une vidéo¹ créée via photopeach - **Compréhension écrite** -

<http://photopeach.com/album/193orxr>

S _ _ _ _ A _ _ _ _ _
*From Oppression and Revolution
to
The Rainbow Nation*

a) **The face of South Africa**

Give the name of two beautiful places:

➔ -----

➔ -----

b) **Historical landmarks**

➔ South Africa was colonized in the 17th century by the -----

➔ The status of South Africa changes in 1910, it becomes a -----

➔ Blacks and whites lived: together or separately?

➔ From 1948 to 1991, what happened? What do you call this period? -----

c) **The Rainbow Nation**

➔ What is the other name of Mandela? -----

➔ In 1991 Mandela got the ----- and in 1994 became the -----

Give a definition of the Rainbow Nation:-----

¹ Photopeach : outil très simple de création de vidéo (assemblage photo et intégration de textes)

Séances 6 & 7 : **En classe inversée**

➔ La vie de Nelson Mandela et les combats menés

a) Mandela a biography - **Compréhension orale** -

<http://www.soundguideweb.com/fhdforeifjifvjfyjfiogapjigjyvqiojqioqfiogfiqopoi/mandela/preview.htm>



Nelson Mandela on the of July . He president from to . Before his presidency, Mandela an anti- activist, and the leader of the (ANC). He was the of the movement against apartheid. He and he 27 years in prison, on Robben Island. In February 1990, Mandela was and to change . He the Nobel Peace Prize in .

b) Questionnaire portant sur une vidéo - **Compréhension orale** -

<https://www.youtube.com/watch?v=jgQBoXsxr8w>

Mandela

Read these questions, then go on Edmodo, watch the video on Nelson Mandela and answer the questions.

<https://www.youtube.com/watch?v=jgQBoXsxr8w>

- 1) Complete these sentences that Mandela wrote in his autobiography:
→ "I was not born with a hunger to be free, I was born----- [...].
→ It was when I discovered as a young man that my freedom had already been taken away from me that I started to-----."
- 2) What was the other name given to Mandela? -----
- 3) As the son of a chief, Nelson Mandela had access to the best education available to black people in South Africa at the time.
- 4) Where did he study?
- 5) In 1941 where did he discover social injustice?
- 6) When did Nelson Mandela join the African National Congress?
- 7) What was the task of the ANC?
- 8) In 1948 what happened?
- 9) What is the name of the Nationalist Government policy²?
- 10) What does "apartheid" mean according to the white politician?
→ A policy of Good ----- (what's the French):
- 11) When did the ANC and other organizations call for a gathering³ in Kliptown for the Freedom Charter⁴?
- 12) What were the members of the Freedom Charter accused of in 1956?
- 13) What happened in 1960? Where?
- 14) What did people protest for?
- 15) What happened to Mandela in 1962?
- 16) Comment in French on these words "I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons will live together in harmony with equal opportunities. It is an ideal which I hope to live for, and to achieve. But if needs be, it is an ideal for which I am prepared to die."⁵
- 17) In 1964 Mandela was sentenced⁶ for life imprisonment, where was he sent?
- 18) What people all around the world did?
- 19) In the 1980's what did the Apartheid government started to do?
- 20) What happened in 1990 in Cape Town?
- 21) What happened in 1994 in South Africa?

Séance 8 : En classe Inversée

La réalisation des posters a été faite par edmodo. J'ai donné à chaque îlot une thématique ainsi qu'un cahier des charges à respecter pour la conception du poster et le travail a été mené à distance.

La salle d'exposition a été divisée en deux parties. Une partie illustrant l'apartheid et une autre sur l'après apartheid.

Les thèmes étaient les suivants :

I) Apartheid: the system

Apartheid (Definition & illustration with examples)

Apartheid in Politics

Apartheid in the everyday life (Physical and mental oppression)

Apartheid in education

Apartheid from a white perspective (Frederik Verwoerd "a policy of good neighbourliness")

II) The end of apartheid

The End of apartheid

The End of Apartheid in politics

The Rainbow Nation

The Rainbow Nation (in the everyday life)

Nelson Mandela

Patron pour la réalisation du poster

<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Titre</div>	
<div style="border: 1px solid black; padding: 5px; min-height: 100px;">Texte : définition / biographie/ événement...</div>	<div style="border: 1px solid black; padding: 5px; min-height: 100px; display: flex; align-items: center; justify-content: center;">Images</div>
	<p>Légende</p>
<div style="border: 1px solid black; padding: 5px; min-height: 50px;">Image</div>	<div style="border: 1px solid black; padding: 5px; min-height: 50px;">QR code ou image déclenchant Aurasma menant vers les audioguides</div>
<p>Légende</p>	

Séance 9 : En classe Inversée

(Préparation de la vidéo finale)

Group 1

https://docs.google.com/forms/d/1TwC_1f4szjLeByI0Phxcjv26b_acXzKcL6wrzEuv3aA/viewform

Group 2

<https://docs.google.com/forms/d/13MBnwdUOkjoZbltnN2pUFibwJP-lbZTMfdwQJdzEuYk/viewform>

Group 3

https://docs.google.com/forms/d/117IUeY-IO_uqYn2uhgPIow7OqFDOiUu9vUTJssz4Rzg/viewform

Group 4

https://docs.google.com/forms/d/1RB9yvhOnYZoGIod_N9lghvGeC7mcpIVejzj3LpNN_U/viewform

Group 5

https://docs.google.com/forms/d/1YN9-_xgDZh8JPKSblhJaFcmVAelBm2ojcHQKX-E-oNQ/viewform

Group 6

<https://docs.google.com/forms/d/1UJ41VxiBXwRjEoORzLOqlDpv-6XJiB0PdnugiEP1Sgc/viewform>

Group 7

<https://docs.google.com/forms/d/1O7xnpk115z8yMpRaCTyFbGQV5Kys-0a212b4WsPtg/viewform>

Séance 10: **En présentiel** : Script de la vidéo

→**Patron élaboré avec les élèves qui leur a servi à la rédaction des textes pour la vidéo.**

The video : APARTHEID

VOUS INCARNEZ L'ENFANT DONT VOUS ALLEZ PARLER

(Il faut utiliser la 1^{ère} personne du Singulier)

Opening formulas+ Name of the young child

Date and Place of birth

I lived during APARTHEID, here's my story
You were a victim, explain in one sentence (1 phrase au passif)

Something important that I did or that happened to me

Explain what happened to you (Structures causatives+ vocabulaire... They made me...)
→4 sentences

Express your feelings (talk about your predicament Use feelings, So & Such)

Express your hopes and wishes (use the past tense)

The death of the child (when and Where, give his/her age) →Concluding sentence (it has to be very sober)

Tips: →Feel free to add anything that could be interesting

(Si l'enfant que tu incarnes a fait une révolution ou s'est joint à une manifestation, si ses parents ont fait une chose majeure...)

→What you write is going to be said orally

→ **Utilise le vocabulaire vu au travers des divers documents**

Rafika SELMI

Collège les Rives du Léman – Evian-les-Bains (74) - Académie de Grenoble