

Séquence : What ancestry means

Inspirée par [Our Obsession with Ancestry Has Some Twisted Roots | The New Yorker](#)

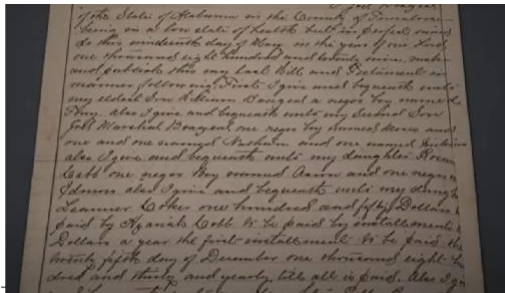
ANNEXES

WORKSHEET 1 : Evaluation diagnostique

You are the African American actress Niecy Nash and her sibling. *Using genealogy and DNA Ancestry tests the two of you discover the following documents about your family history.*

React out loud and **interact** so that you can better understand and interpret this information.

Both of you should **interact very regularly** and **speak in equal amounts**.



A will (testament) that bequeaths (*léguer, donner en héritage*) her 4th great-grandfather (Aaron Cobb) to a plantation owner's daughter when he was 13-years-old.

5	6	7	8	9	10	11	12
W.B. Turner	600	200	Alabama				
B. Rufus Howard			Mississippi				

Aaron Cobb's son, Henry was one of the very few Black land owners at the time. He owned hundreds of acres of land worth 800 dollars.

PREPARE HERE :

15 words maximum / NO sentences !

HELP

You can:

- Explain what you are looking at.
- Say how this make you feel.
- Explain the historical context.
- Make deductions about your ancestors at that time.
- Give your opinions and feelings again.
- Say why this information is important / problematic / etc.
- Say how this will affect you.

To REACT to your sibling during the conversation,

you can:

- Agree...
- Repeat what they say to reassure them.
- Reformulate their ideas
- Develop their ideas/point of view

Together, record and post your conversation on the wall. (Padlet)

Séquence 4: Ancestry: Listening Comprehension

WORK WITH A PARTNER:

1. Listen alone and take notes.
2. Listen again: note more words and more ideas.
3. Compare your notes with your partner:
 - > Underline information you are sure about,
 - > ~~strike~~ if the content is wrong
 - > circle if we need to check.
4. Listen to specific parts of the audio together to **verify the circled parts** in your notes.
5. REPEAT STEP 1, 2, 3 and 4 till you have LOTS OF INFORMATION.

NOW, YOU CAN ASK FOR HINTS AND BONUS HELP!

6. Listen and draw lines to related ideas (cause -> consequence; other logical links)
7. REPEAT STEP 3 with your partner.

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Séquence 4: Ancestry: Listening Comprehension

HINT A: I need a dictionary: I hear the words but I don't know what they mean!

stretch back over: *s'étendre dans le passé*

Confederacy: the side in the American Civil War that was pro-slavery (for slavery).

Union: the side in the American Civil War that was against slavery (wanted to stop slavery). To compel someone: to force someone

To root for someone: to cheer for someone, *encourager quelqu'un*

Teamsters: *conducteurs d'attelage (chevaux attelés aux charrettes...)*

To suck down major trauma: *subir de grands traumatismes*

to muster on : to persevere

lack of choices: *manque de choix*

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lack of choices: *manque de choix*

Séquence 4: Ancestry: Listening Comprehension

HINT B: I need information about U.S. History.

The **American Civil War** (1861 – 1865) was a civil war in the United States. It was fought

between:

The Union = "the North" = the northern states in the U.S. They were against the expansion of slavery into the Western territories). They were **Anti-Slavery**.

AND

The Confederacy = "the South" = the Southern states in the U.S. They were **pro-slavery**. (for slavery).

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Séquence 4: Ancestry: Listening Comprehension

HINT C: I don't have many words in my notes.

... to accompany his son into

...meaning that

...you're a...

...who is...

This by the way was not...

...Southern soldiers brought their...

...they weren't given... ..didn't fight...

...had to be rooting for...

(ici "rooting" = encourager)

... to be beating the... (*beat = battre et gagner*)

... was the only way he was going to be...

...put his life on the line...

... in order to...

HINT C: I don't have many words in my notes.

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(ici "rooting" = encourager)

... to be beating the... (*beat = battre et gagner*)

... was the only way he was going to be...

...put his life on the line...

... in order to...

Séquence 4: Ancestry: Listening Comprehension

HINT D: I don't know where to start.

Trie ce que tu as entendu ou compris dans la grille suivante. Réécoute et prends tes notes au bon endroit pour comprendre qui parle à quel moment.

Début de la vidéo: (générique , images...)

La voix off de Henry Louis Gates (l'homme parle sur un fond d'images)

Viola Davis

Henry Louis Gates

Séquence 4: Ancestry: Listening Comprehension

HINT E: I hear the words... I understand the words... but I'm so confused!!!!

Try to answer the following questions with as many details as possible:

- What do we know about Emmanuel Howell?
- What is the historical context? (what are the events?)
- How is Viola Davis reacting to the information?
- How is Henry Louis Gates reacting to the information?

Now, check if the discovered information and the reactions from Viola Davis and Henry Louis Gates are coherent / logical?

If not, list the non-logical / incoherent elements here:

So, we made an interpretation mistake! Can you find where the mistake is? Note it below:

Watch specific part of the video AND read your notes to correct the incoherences. What is the most logical solution?

Séquence 4: Ancestry: Listening Comprehension

Worksheet 3 + transcript for VIOLA DAVIS VIDEO (STEP 2)

Practice task 2: After watching the first segment of the Viola Davis episode in "Finding your Roots", **as Viola Davis and her sibling**, you are going to continue reacting and interpreting the situation as you discover additional documents together.

PREPARATION FOR PRACTICE TASK 2:

STEP 1: Focus on phonology.

a) Listen to this extract and underline the stressed words.

"I'm seeing myself for the first time."

Why are these words stressed? _____

How can we say the same thing without this type of sentence stress?

"I'm seeing myself for the first time."

= _____

b) Listen to this extract and draw a slash "/" every time the speaker takes a breath or stops. Then underline the stressed words.

"So you're a black man, you're a slave, and then they force you to go off to the Confederacy to protect the son who's fighting to keep you enslaved."

Why does he stop at these moments? What effect does this create?

STEP 2: Focus on Language

a) Read the script and pick out words and expressions used for the following functions:

FUNCTIONS	WORDS / EXPRESSIONS
1. Strongly agree	
2. React to information	
3. Ask for approval or confirmation	
4. Speak about the implications	
5. Develop your partner's point of view or ideas	
6. Comment on the historical context	
7. Invite your partner to react	

Séquence 4: Ancestry: Listening Comprehension

b) *Quel temps et aspects sont utilisés pour raconter des événements historiques et expliquer les documents ?*

c) *Les phrases et expressions suivantes nous permettent de faire des h_____ d _____ le p _____. Nous dé _____ des informations sur le passé en nous basant sur des informations devant nous ou des situations présentes.*

« ...it must have been terrifying. »

« He had to be rooting for the union to be beating the Confederates... »

Est-ce que nous sommes sûrs de nos hypothèses ? _____

Tris les expressions suivantes des plus certaines (numéroter à partir de 1) aux moins certaines (numéroter jusqu'à 4) :

must have been - might have been - may have been - had to be -

FORMULE POUR EXPRESSIONS DE QUASI CERTITUDE DANS LE PASSE:

_____ + _____ + _____

STEP 3: Grammar practice exercise. Finish the following sentences about Viola Davis and her great-great-grandfather. You can use a dictionary.

i) Emmanuel Howell was born in 1840 before the American Civil War. As an enslaved man he must have been _____.

ii) Viola Davis was born in rural South Carolina. Her childhood must have been _____.

iii) Being a black man in the South during the civil war had to be _____.

iv) We don't have much information about Emmanuel Howell's parents. They may have been _____.

HOMEWORK: GO ON THE DIGIPAD. COMPLETE THE TIMELINE IN THE LAST SECTION. ADD INFORMATION FROM THE VIOLA DAVIS VIDEO. YOU CAN ALSO ADD EXTRA INFORMATION ABOUT THAT ERA IN THE U.S.

Séquence 4: Ancestry: Listening Comprehension

TRANSCRIPT: Viola Davis's Family History is a Testament to Survival and Hope | Finding Your Roots | Ancestry®

VD: I'm seeing myself for the first time I'm seeing the expansiveness of my history.

(intro - finding your roots Logo, music)

HLG (NARRATION): Actor Viola Davis was born in rural South Carolina where her Roots stretched back over a century and hidden within those roots is an extraordinary story.

Viola's great great grandfather Emmanuel Howell was born into slavery in South Carolina sometime around 1840. During the Civil War Emmanuel's owner a man named John Pauling compelled him to accompany his son into the army meaning that Emmanuel was forced to serve the Confederacy.

VD: Wow.

HLG: Can you imagine...?

VD: Oh yeah.

HLG: So you're a black man, you're a slave, and then they force you to go off to the Confederacy to protect the son who's fighting to keep you enslaved.

VD: Exactly.

HLG: This by the way was not uncommon. Many Southern soldiers brought their enslaved men with them into the army. They didn't fight, they weren't given guns, instead they were used as teamsters, cooks, blacksmiths and so on.

VD: Wow.

HLG: How do you think he felt? It's the middle of the war, it must have been terrifying. He had to be rooting for the union to be beating the Confederates... right...?

VD: Yes.

HLG: ...because that was the only way he was going to be... be free.

VD: Absolutely.

HLG: But he had to put his life on the line taking care of his ostensible owner.

VD: Absolutely.

HLG: That's a bad position, that, to be forced to be in.

VD: Yeah it's a horrible position. It's... you know... it... it speaks to the invisibility of our Humanity, and our lack of choices and I think that for our survival so long I think that with Africa Americans we've sucked down some major trauma in order to muster on.

Séquence 4: Ancestry: Listening Comprehension

Aide supplémentaire pour STEP 2 a)

WORDS / EXPRESSIONS	TRANSLATION
VD: that's bad position.. that to be in... HLG: Yeah, it's a horrible position... it's...(add information)	
It speaks to the.... I think that we as _____...	
This, by the way, was not uncommon at the time	
Can you imagine? I'm speechless. Wow.	
Absolutely. Exactly.	
Right? (intonation goes up= real question)	
Can you imagine? How do you think he felt?	

CHAIN REACTION GAME/EXERCICE:

CONSIGNES: You'll have the beginning of a sentence: for example: « My mum grew up in a rural area...»

To react, you'll use one of the expressions on your expressions grid (worksheet 3)

For e.g. « She must have been....» -> “exactly, she had to be....” -> “Absolutely, there was....” -> “..... right...?” -> ...) and use the words/expressions on it to react to your partner's sentence.

EVERY TIME YOU USE AN EXPRESSION, YOU CAN CROSS IT OUT. The reaction MUST BE LOGICALLY LINKED TO YOUR PARTNER'S SENTENCE!

Possible Cues for Ls:

- My great-great-grandfather fought in the Civil War. He fought for the Union (the North)
- My great-grandmother was an African American artist in New York after the Civil War.

WORKSHEET 4: REACTION CHAIN: Use all the expressions below with your partner. The start of the sentence is on the board.

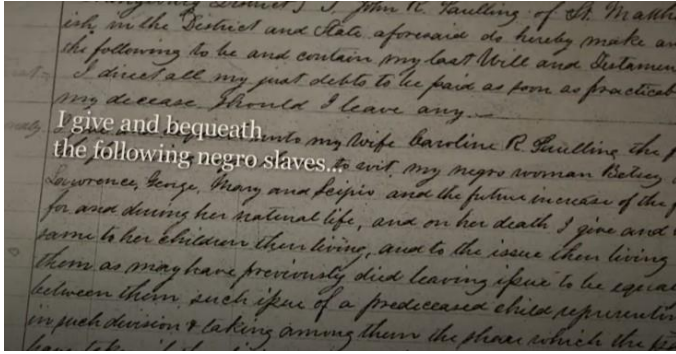
Echo your partner (change 1 word) <i>For example:</i> VD: “that's a bad position to be in...” HLG: “Yeah, it's a horrible position...”	Right? (intonation goes up= real question)
It speaks to the....	Can you imagine?
This, by the way, was not uncommon at the time.	Exactly. I think that...
Do you know what I mean?	I'm speechless.
Can you imagine? I'm speechless. Wow.	How do you think she/he felt?
Absolutely. It's...	Exactly. She/he had to be... (+ <i>participle passé</i>)
Yeah. He/she must've been...	Wow. She/he must've...
Really? He/she had to be...(ing)	This, by the way, was very common at the time.

Séquence 4: Ancestry: Listening Comprehension

WORKSHEET 5

Practice task: After watching the first segment of the Viola Davis episode in "Finding your Roots", **as Viola Davis and her sibling**, you are going to continue reacting and interpreting the situation as you discover additional documents together.

1. ALONE, look at and read the documents SILENTLY for 5 minutes.



1863: Extract from the slave-owner's will. It explains how to divide his human property (including Emmanuel Howell) among his heirs.
(Un extrait du testament de l'esclavagiste où l'on peut lire qu'il lègue l'arrière-arrière-grand-père de Viola Davis - Emmanuel Howell - à ses héritiers)



After the Civil War, Emanuel signed a sharecropping agreement with his former owner. His wife, his children and his grandchildren also worked those same fields.
(Après la guerre-civile, Emmanuel a signé un "sharecropping agreement". Ceci est un contrat de bail par lequel l'agriculteur s'engage à cultiver un terrain à condition d'en partager les produits avec le bailleur. Le bailleur était ici son ancien esclavagiste. Sa femme, ses enfants et ses petits-enfants travailleront ont donc travaillé ces mêmes terres.)

2. Prepare to speak. You will say the following when you speak. NO NOTES.

What to say:	IMAGINE	Ideas / Words to use:
Explain the situation		NO NOTES
React to the information		NO NOTES
Implications of this information		NO NOTES
Make deductions about your ancestors' lives and their situation		NO NOTES
INTERACT AT EACH STEP		NO NOTES

Séquence 4: Ancestry: Listening Comprehension

**3. Do the practice task and record yourselves with your partner.
SPEAK FOR 3 MINUTES NON - STOP!**

4. Listen to your recording and fill the grid below.

CONTENT	
I explained the information (I used the _____ tense)	Yes/No
I reacted to the information (For example, I said "_____".	Yes/No
I linked the information to historical context (I used the expression : "_____".	Yes/No
I made deductions about my ancestors and their lives. I used "_____ " and "_____".	Yes/No
My deductions were detailed and pertinent. For example, I said "_____ " _____ "	Yes/No
I talked about the implications of this information. I used the expression "_____".	Yes/No
INTERACTION	
I agreed with my partner. I said "_____ "	Yes/No
I echoed my partner's idea. I said "_____ "	Yes/No
I echoed my partner's idea and developed their idea (added more information) I added "_____ "	Yes/No
I asked for confirmation. I said "_____ "	Yes/No
PHONOLOGY	
I stressed specific words to replace words like "very", "a lot", "really", "actually", etc. For example, I said "_____ " and I stressed "_____".	Yes/No

I can improve _____

To improve this point, I'm going to _____

5. Record again and focus on the points to improve.

6. Listen to your recording. Did you succeed? _____

Séquence 4: Ancestry: Listening Comprehension

WORKSHEET 6 :

Practice task 2: After watching the Edward Norton episode extracts from the TV show "Finding your Roots", **as a historian and genealogy expert**, with a colleague, you are going to make deductions and imagine Edward Norton's ancestor's lives throughout the American History timeline.

Prepare to speak.

1. Read the transcript and circle anything you missed during the listening comprehension. Circle anything surprising.

TITLE: During an episode of the PBS documentary series, "Finding Your Roots," actor Edward Norton discovered one of his ancestors owned slaves and that he was a direct descendent of Pocahontas.
02:15 - Source: CNN Business

HLG: Pocahontas is indeed your great great grand-mother.

EN: Oh my god.

HLG: I understand that was family lore. Well, that's absolutely true.

TEXT: Actor Edward Norton discovered he was a direct descendant of Pocahontas on a recent episode of PBS "Finding your roots".

EN: And how could you possibly determine that?

HLG: Through the paper trail.

EN: It would have been documented... they they would have...

HLG: Oh yeah.

EN: The paper trail of their children...

HLG: Of course.

TEXT: Pocahontas famously helped broker peace between Native Americans and English colonists in Jamestown, Virginia.
She married settler James Rolfe, eventually returning with him to England, where she died.

EN: This is about as far as you can go.

HLG: It's as far back as you can go.

EN: And that's it, unless you're a Viking

HLG: (laughs) That's right.

EN: That makes you realize what a small... small... you know... piece of the human story you are.

TEXT: Later in the show EN learned one of his ancestors owned slaves.

HLG (narrator): The 1850 census for North Carolina revealed that his third great grandfather, a man named John Winstead, held seven human beings in bondage.

EN: So, this is a 55-year-old man, a 37-year-old woman, and five girls, 10, 9, 8, 6 and 4.

HLG: That's right. And he owned them.

TEXT: The "Glass onion" actor told HLG Jr. That confronting the past was "uncomfortable" but important.

Séquence 4: Ancestry: Listening Comprehension

EN: These things are uncomfortable. Like, and you should be uncomfortable with them. Like, everybody should be uncomfortable with it. It's... whether it... it... you know... it's not a judgement on you and your own life but it's a judgement on... on the history of this country, and it needs to be acknowledged first and foremost, and then it needs to be contended with.

HLG: Absolutely.

EN: I mean... when you go away from census counts and you personalize things, you're talking about possibly, a husband and wife with five girls and these girls are slaves. You know, born into slavery, you know, it's just like... you know..

HLG: And born into slavery and in slavery in perpetuity.

EN: Yeah.

HLG: It's... you know.. when you... you read "Slave", age eight, you, you wanna die.

2. Put the underlined words and expressions with their corresponding functions:

Functions	Words/expressions
Agree and/or confirm	
Support/agree by repeating.	
Comment on the situation	
Exprimer l'incertitude et/ou la surprise sur le passé	
Exprimer son opinion, l'imposer comme une nécessité	

3. Repérer la formule magique pour l'emploi des structures suivantes:

a) *It would have been documented ...?*

b) *It needs to be contended with.*

Séquence 4: Ancestry: Listening Comprehension

4. INFORMATION : *In 1850, one of the enslaved girls was 10 years old. She had 4 younger sisters. Her mum was 37 and her father 55. The Civil war ended in 1865 and slavery was technically abolished in the South, but as we saw in previous documents, many formerly enslaved people continued working as sharecroppers for their former slavers...*

Using this information, complete the following sentences using "would have been", "must have been" ...

a) In 1855, the girl...

b) In 1865n she...

c) By the Civil Rights movement in the 1960s, her children....

d) Her four-year-old younger sister....

5. All this information is very complex, and it needs to be _____.

6. Prepare to speak and record practice task 2. No notes.

Practice task 2: After watching the Edward Norton episode extracts from the TV show "Finding your Roots", **as a historian and genealogy expert**, with a colleague, you are going to make deductions and imagine Edward Norton's ancestor's lives throughout the American History timeline.

7. Translate, define, or explain the following words and expressions (in French and/or in English):

- | | |
|--------------------------|-----------------------------|
| a) family lore | g) to be born into slavery |
| b) direct descendant | e) it needs to be... |
| c) paper trail | f) census |
| d) to document | g) a piece of human history |
| e) to confront the past | h) to contend with |
| f) to personalize things | i) to acknowledge |

Séquence 4: Ancestry: Listening Comprehension

WORKSHEET 7: PRACTICE TIME

1. React and record yourselves with your partner.
SPEAK FOR a MINIMUM of 3 MINUTES NON - STOP!

**Scénario : You are Rebecca Hall, an American director and actress and his/her sibling.
You have just discovered the following information about your maternal grandfather Norman Ewing.**

- He was born in 1894.
- He was a talented musician.
- He gave performances centered around his native-American heritage.
- *But* the 1910 census shows that he was, in fact, African American.
- In 1910, Norman was 15 years old.



REBECCA HALL



NORMAN EWING

Hint for context in 1910 : segregation laws from 1865 -> 1964

Jim Crow Laws were laws that enforced the segregation of African Americans in the American society. There were formal and informal segregation policies almost everywhere.

These laws started right after the abolition of slavery and lasted until 1964.



Hint for context: The Census: In the U.S. the census records the ethnicities of its citizens. A census worker asks people to fill forms where they tick or note their ethnicity.

Séquence 4: Ancestry: Listening Comprehension

2. Listen to your recording and fill the grid below.

CONTENT	
I explained the information (I used the _____ tense)	Yes/No
I reacted to the information (For example, I said "_____".	Yes/No
I linked the information to historical context (I used the expression : "_____".	Yes/No
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PHONOLOGY	
I stressed specific words to replace words like "very", "a lot", "really", "actually", etc. For example, I said "_____ " and I stressed "_____".	Yes/No

I can improve _____

To improve this point, I'm going to _____

3. **Record** again and focus on the points to improve.
4. **Listen to your recording. Did you succeed?** _____
5. **Watch the video on the collaborative wall (Padlet) and compare your reaction to Rebecca Hall's.**

Séquence 4: Ancestry: Listening Comprehension

WORKSHEET 8:

EVALUATION: Tâche finale (coeff. 3)

Séquence 4: Ancestry: Listening Comprehension

You are RuPaul Charles, the very successful African American model, drag queen, actor, television personality and musician. You and your sibling just received some family history documents and your DNA ancestry results.

Here is the information you found out about your ancestors:

- Your great-great-grand mother **Nanette** and her brother **André** were freed by a white plantation owner (named Jacques Fontenette) in 1804.
- At the same time, **Nanette** and **André**'s mother: "**Julie**" was kept enslaved and not freed. Julie's children were freed by the plantation owner but Julie remained enslaved on the plantation.
- In 1818, **André** bought his mother (**Julie**) with the intention of freeing her. But **André** died before he could accomplish this.
- Then **Nanette**, the sole heir of **André**, inherited and freed their mother: **Julie**.



RuPaul Charles

React out loud, cooperate and interact in order to digest and interpret this new information.