

HISTOIRE DES ARTS 2014 /2015 3°C & D

Problématiques :

- En quoi la question de la Frontière Etats-Unis/Mexique peut-elle être source d'inspiration pour les artistes ?
- En quoi l'œuvre d'art reflète-elle ou critique-t-elle le pouvoir ou la société ?
(En quoi les super héros sont-ils représentatifs de la société américaine ?)

Domaine	Arts de l'espace	Arts du langage	Arts du spectacle vivant	Arts du quotidien	Arts du son	Arts visuels
Thématique	Arts, créations, cultures	Arts, espace, temps	Arts, états, pouvoir	Arts, mythes et religions	Arts, techniques, expressions	Arts, ruptures, continuités
Matières concernées	Espagnol & anglais - Histoire & anglais					

I/ PRÉSENTATION DE L'OEUVRE

TITRE : *The real story of the superheroes [Bernabe Mendez as Spiderman]*

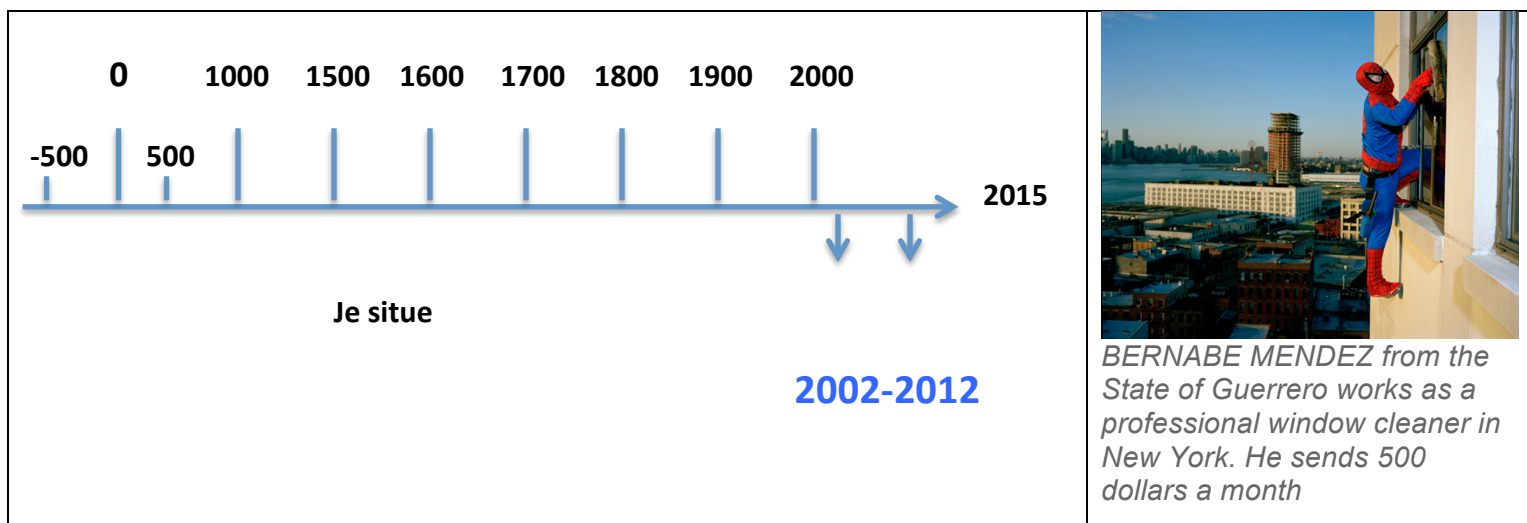
AUTEUR : née en 1974 à Mexico, **Dulce Pinzón** vit et travaille à Brooklyn. Elle étudie la communication et les médias à l'Universidad de las Américas à Pueblo Mexico et la photographie à l'université d'Indiana en Pennsylvanie.

En 1995, elle s'installe à New York où elle étudie à l'International Center of Photography et c'est en 2010 qu'elle s'impose vraiment avec sa série « La Véritable Histoire des Superhéros », série présentée aux Rencontres d'Arles de 2011 et qui en 2012, voit un opus édité chez Images En Manœuvres éditions.

Date de création : 2002-2012

Lieu / pays de création : NYC, USA

NATURE DE L'ŒUVRE : série de 20 photographies en couleur qui représentent des immigrés mexicains déguisés en SH travaillant dans la ville de NY. Face à chaque photographie mettant en scène le travailleur dans son contexte professionnel, figure une légende où sont indiqués, le nom, la ville natale, la profession exercée et la somme d'argent ainsi que la fréquence à laquelle il envoie de l'argent aux siens.



II/ DESCRIPTION DE L'ŒUVRE

Sur cette photo un homme déguisé en Spiderman, l'un des SH de Marvel les plus connus, est en train de nettoyer une des vitres de ce qui ressemble à un 'building' new-yorkais. Ses outils sont accrochés à sa ceinture comme le seraient les armes ou gadgets du SH. Il a l'air plutôt ridicule dans son costume un peu lâche. On le voit collé à la façade sans harnais, il semble tenir naturellement à la paroi comme Spiderman, grâce à des super pouvoirs. En arrière plan, la ville & ses grands bâtiments au lever du jour, traversée par une rivière (on imagine l'East River ou l'Hudson). Enfin en dessous de la photo se trouve une légende : BERNABE MENDEZ from the State of Guerrero works as a professional window cleaner in New York. He sends 500 dollars a month. Elle nous indique le nom, la ville natale, la profession exercée par cet homme et la somme d'argent ainsi que la fréquence à laquelle il envoie cet argent à sa famille restée au Mexique.

III/ EXPLICATIONS DE L'ŒUVRE

Contexte (historique, politique, économique, artistique...) :

- *Attentat terroriste du 11 septembre 2001 sur les tours jumelles, World Trade Center de NYC. Après cet événement, la notion de « héros » a pris de l'importance dans la conscience collective de plus en plus fréquemment. Cette notion a mis en avant la nécessité dans un moment de crise nationale et mondiale de reconnaître ceux qui ont montré du courage ou une détermination extraordinaire face au danger, allant parfois même jusqu'à sacrifier leur vie pour tenter de sauver les autres (pompiers, policiers...)*
- *Renaissance de Marvel au début des années 2000 avec la sortie du film Spiderman puis le groupe Marvel est racheté par Disney en 2009, engouement du public pour les films de SH.*
- *Problème incessant de l'immigration Mexique/USA : la frontière entre ces deux pays est le principal couloir migratoire au monde. Les Mexicains sont arrivés aux Etats-Unis en masse à partir des années 60 pour fuir la misère de leur pays natal. Au fur et à mesure, de plus en plus de Mexicains émigrent aux U.S.A et commencent à chercher du travail pour accéder au « rêve américain ».*

A ce jour, 1 habitant sur 10 aux USA est immigré ou descendant d'immigrés. La plupart est d'origine mexicaine et représente environ 28 millions d'habitants aux U.S.A. Cette forte concentration de Mexicains est expliquée par l'attraction du « rêve américain », c'est à dire que de nombreuses personnes immigreront vers le continent nord-américain afin de devenir prospère, de part par son travail mais aussi par sa détermination. En effet, ce rêve commun à tous a conduit plus de 70 millions de personnes à tenter leur chance depuis le XIX^{ème} siècle. Cependant, traverser cette frontière présente des dangers extrêmes et les traversées sont hautement surveillées par les autorités officielles. Malgré ces dangers, les Mexicains risquent leur vie pour passer de l'autre côté afin d'échapper à la pauvreté et tenter d'avoir un meilleur avenir, pour eux et pour leur famille (parfois restée au Mexique).

Message de l'œuvre : *À l'heure où les supers héros se perdent, se brisent, pour mieux se relever; les supers héros de Dulce Pinzón sont ceux de l'altérité. Elle porte avec humour et tendresse, un regard sur ces héros ordinaires « quasi invisibles », qui œuvrent chaque jour dans les rues de New York.*

Si Dulce Pinzon déguise ces hommes du quotidien, tous immigrés latino-américains, en super héros, c'est dans l'unique but de souligner le don de soi, le sacrifice dont ils font preuve pour leur communauté.

Le travailleur immigré mexicain à New York est un exemple parfait du héros qui passe inaperçu. Il est commun pour un immigré mexicain à New York de travailler un nombre d'heures impressionnant dans des conditions extrêmes pour des salaires très bas. Ces immigrés envoient la majorité de leurs salaires à leurs famille et/ou communauté mexicaine qui comptent sur eux pour survivre. L'économie mexicaine est silencieusement devenue dépendante de l'argent envoyé par les travailleurs aux États-Unis. Inversement, l'économie américaine est silencieusement devenue dépendante de la main d'œuvre mexicaine. Avec l'ampleur de leur sacrifice, c'est le silence dans lequel cette dépendance s'est installée qui a interpellé la photographe. Le principal objectif de cette série est de rendre hommage à ces hommes et ces femmes courageux et déterminés qui parviennent en quelque sorte, sans l'aide d'aucun pouvoir surnaturel, à résister aux conditions extrêmes de travail afin de soutenir leurs familles et leurs communautés à survivre et prospérer.

Par ce témoignage décalé, Dulce Pinzon traite de la question du Courage, mais également de notre indifférence, quant à la main d'œuvre invisible de notre économie occidentale.

Bel hommage que cette photographe mexicaine rend à ces hommes et femmes, trait d'union économique entre les États-Unis et le Mexique. Hommage qu'elle concrétise, à la fin de l'ouvrage, en s'autoportraitisant.

Mes impressions, ma première réaction: [...]

Observations personnelles : *je choisis un extrait, un détail qui me semble bien représenter l'œuvre.* [...]

IV/ MISE EN PERSPECTIVE DE L'ŒUVRE (rappel de la problématique)

- lien possible avec d'autres œuvres :

avec la même problématique

- autres photos de la série *The real story of the superheroes*

avec d'autres problématiques étudiées en classe

Les photographies de D. Pinzón entrent dans les deux problématiques :

- *En quoi l'œuvre d'art reflète-elle ou critique-t-elle le pouvoir ou la société ?*

- *En quoi la question de la Frontière États-Unis/Mexique peut-elle être source d'inspiration pour les artistes ?*

Crossing La Linea Prohibida

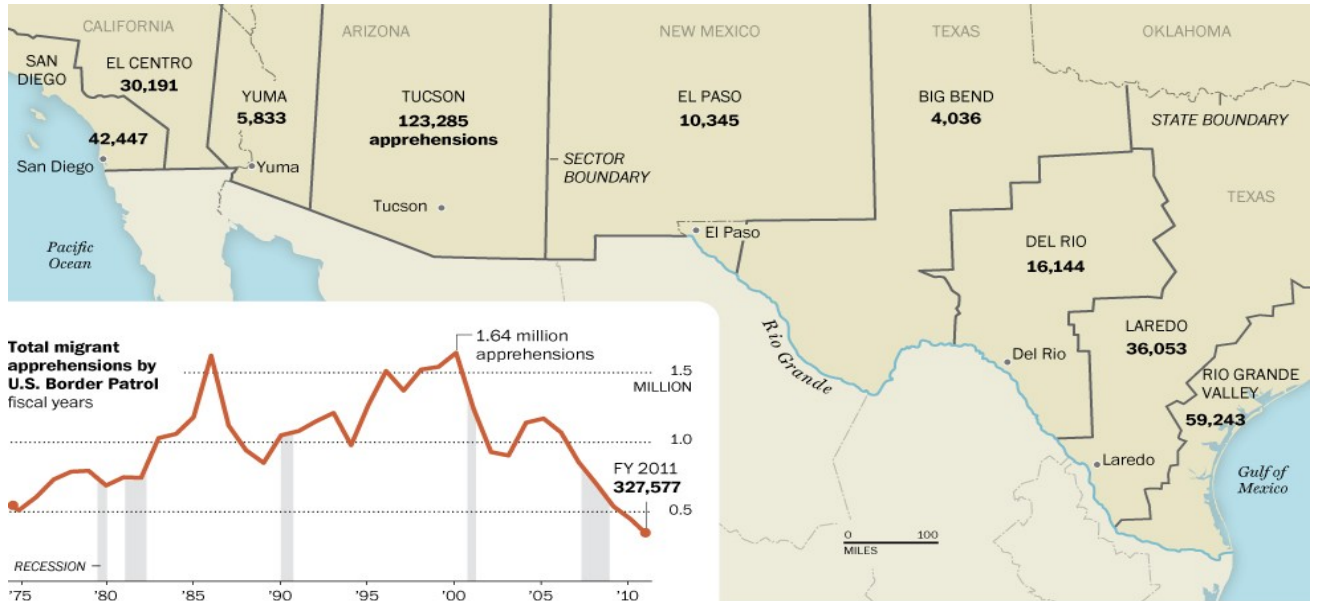
Student Booklet

- You have chosen or have been assigned a topic for your group. Answer all the questions of your group's topic on a separate piece of paper that you will hand over to your teacher when you are done.
- Then, at home and individually, read and look at all the material that you have in this booklet and answer all the questions in **bold character**.

Group 1

Law Enforcement

1)



2)

How to become a US citizen

1. Submit a complete US Citizenship Application

→ 18 years of age

→ reside in the US for 5 years

→ have good moral character

→ have basic knowledge of English

→ have basic knowledge of US government and history

→ be prepared to take an Oath of Allegiance

2. Get fingerprinted

= a lot of paperwork

3. Have a USCIS interview (US Citizenship and Immigration Services) and take a test.

4. Take an oath of allegiance. [insert photo]

→ A 2012 survey of American citizens found that one-in-three of them could not pass the civics portion of the immigrant naturalization test given by the U.S. Citizenship and Immigration Services.

1 mistake = try again !

Estimated cost : \$595

Estimated cost : \$85

3)



Group n°1: Law Enforcement

Answer the following questions **on a different piece of paper** in order to guide your reflection and hand it over to your teacher:

- Document 1:

- a) Name the states that are concerned by migrant apprehensions
- b) On which part of the USA are they located?
- c) Classify the regions according to the number of apprehensions top down (from the most to the least).

Tucson

Big Bend

123,285 > ... > ... > ... > ... > ... > ... > ... > 4,036

- d) **Where do you think is law enforcement the most effective?**
- e) **When was the peak of apprehensions and what was the number?**
- f) And when was the minimum number of apprehensions?
- g) So, what do you conclude? Give at least one possible explanation for this evolution.

- Document 2:

- h) How many steps are there in order to become a US citizen? Name them.
- i) How old must you be in order to apply?
- j) Name three basic things that applicants must know in order to pass the citizenship test.
- k) **Give at least three reasons why immigrants sometimes choose to cross the border illegally.**

- Document 3:

- l) Describe the picture.

- Organize your reflection. Comment upon the difficulty to become an American citizen (talk about the apprehensions, getting a citizenship, etc.)

Latinos' Jobs & Wealth

Most Concentrated Occupations

1)

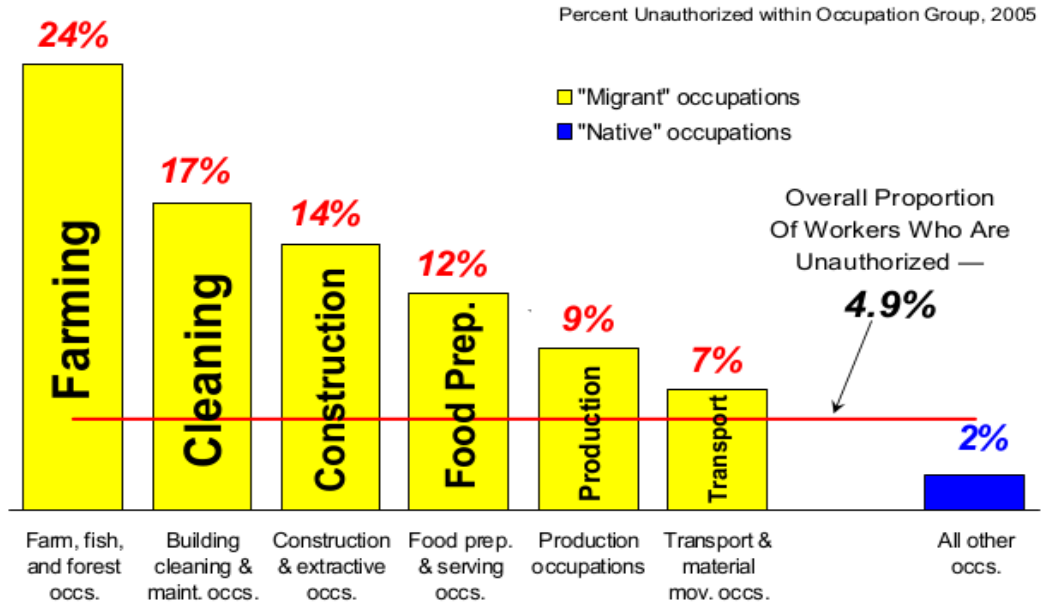
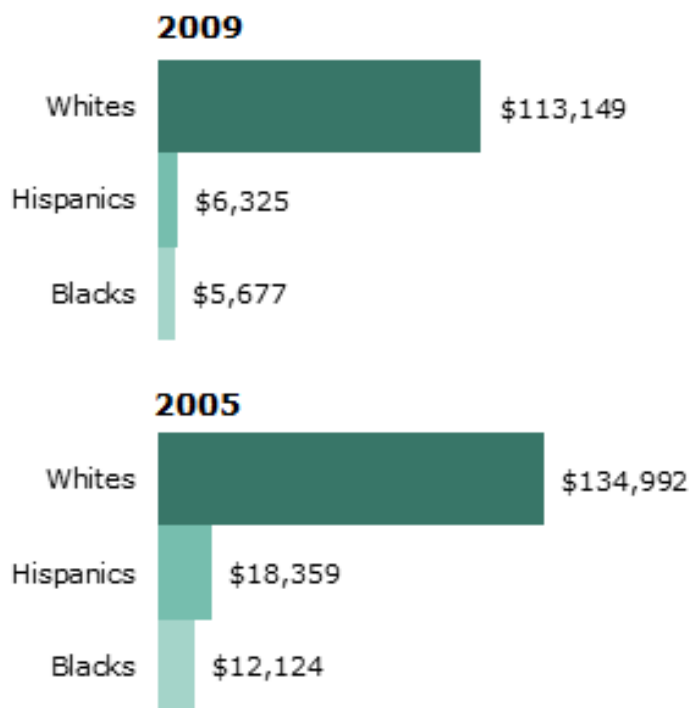


Figure 10. Proportion of Workers who are Unauthorized for Selected Detailed Occupation Groups: March 2005

Source: Pew Hispanic Center tabulations of augmented March 2005 Current Population Survey, adjusted for omissions.

2) Median Net Worth of Households, 2005 and 2009

in 2009 dollars



Source: Pew Research Center tabulations of Survey of Income and Program Participation data

PEW RESEARCH CENTER

3)



* the net worth of households = the wealth of a household (all properties minus the debts)

Group n°2: Latinos' Jobs & Wealth

Answer the following questions **on a different piece of paper** in order to guide your reflection and hand it over to your teacher:

- Document 1:

- a) In which occupation categories are illegal aliens the most and the least represented?
- b) Name at least one example of job for each of the six categories.
- c) What do you conclude? What can you say about the illegal aliens' jobs?

◆ = immigrants, foreigners

- Document 2: for questions *d)*, *e)* and *f)* use the verbs increase or decrease.

- d) Compare the wealth of the Hispanics between 2005 and 2009. Do the maths.
- e) Compare the wealth of the Whites between 2005 and 2009. Do the maths
- f) Compare the wealth of the Blacks between 2005 and 2009. Do the maths.
- g) Who are the poorest?
- h) So what can you say about the Hispanics? Draw a conclusion.

◆ = go up ◆ = go down

- Document 3:

i) How does this cartoon illustrate the subject of jobs for the Latinos?

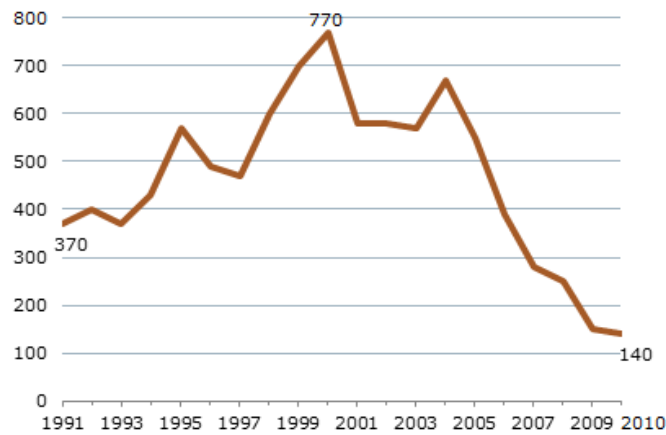
- Organize your reflection. Make a summary of what you have learnt from the documents: explain what is the situation of the Hispanics as far as their jobs and wealth are concerned.

Immigration Flow

1)

Figure 1.3

**Annual Immigration from Mexico to the U.S.:
1991-2010**
(in thousands)



Source: Pew Hispanic Center estimates compiled from various sources; see Methodology

PEW RESEARCH CENTER

2) Net Migration from Mexico Falls to Zero—and Perhaps Less

By Jeffrey Passel, D'Vera Cohn and Ana Gonzalez-Barrera

The largest wave of immigration in history from a single country to the United States has come to a standstill. After four decades that brought 12 million current immigrants—most of whom came illegally—the net migration flow from Mexico to the United States has stopped and may have reversed, according to a new analysis of government data from both countries by the Pew Hispanic Center, a project of the Pew Research Center.

The standstill appears to be the result of many factors, including the weakened U.S. job and housing construction markets, heightened border enforcement, a rise in deportations, the growing dangers associated with illegal border crossings, the long-term decline in Mexico's birth rates and broader economic conditions in Mexico.

It is possible that the Mexican immigration wave will resume as the U.S. economy recovers.

Source : Pew Hispanic Research Center

<http://www.pewhispanic.org/2012/04/23/net-migration-from-mexico-falls-to-zero-and-perhaps-less/>

3)



Group n°3: Immigration Flows

Answer the following questions **on a different piece of paper** in order to guide your reflection and hand it over to your teacher:

- Document 1:

- a) When were the two biggest peaks of immigration?
- b) When did immigration start to decrease (= go down)?

- Document 2:

- c) In the article, find the synonyms for:

<i>In the opinion of</i>	<i>Come back</i>	<i>Intensified</i>	<i>An increase, go up</i>
<i>Migration flux</i>	<i>A pause</i>	<i>No force (past participle)</i>	<i>Inverted</i>
<i>Better</i>	<i>Total number of babies born</i>	<i>Facts</i>	<i>40 years</i>

- d) Now read again and explain what is the information given by the article (what can you say about the immigration flow)?

- e) What are the reasons for this situation? Give four reasons minimum.

- Document 3:

- f) **Describe the picture and make a link with the article.**

- Organize your reflection. Make a short summary of what you have learnt from the documents: what can you say about the illegal immigration of the Latinos in the last few years?

Border Cities & Contact between the Populations



2) “Third Nation” along the US-Mexico border

Posted on Saturday, February 2nd, 2013 at 8:30 am

By Michael Dear

In recent years, I’ve traveled the entire length of the 2,000-mile US-Mexico border many times, on both sides. There are so many unexpected and inspiring places! [...]

Yet the border is also a place of enormous tension associated with undocumented migration and drug wars. [...]

It’s because of our country’s obsession with security, immigration, and drugs that after 9/11 the US built massive fortifications between the two nations, and in so doing, threatened the well-being of cross-border communities.

I call the spaces between Mexico and the US a ‘third nation.’ It’s not a sovereign state, I realize, but it contains many of the elements that would otherwise warrant that title, such as a shared identity, common history, and joint traditions. Border dwellers on both sides readily assert that they have more in common with each other than with their host nations. People describe themselves as ‘transborder citizens.’ One man who crossed daily, living and working on both sides, told me: “I forget which side of the border I’m on.” The boundary line is a connective membrane, not a separation. [...]

But there is more to the third nation than a cognitive awareness. Both sides are also deeply connected through trade, family, leisure, shopping, culture, and legal connections. [...]

Source :

<http://blog.oup.com/2013/02/third-nation-along-the-us-mexico-border/>

3) Life Along the U.S.-Mexico Border

By Robert Siegel

June 01, 2006 2:37 PM

People who live along the U.S.-Mexico border will tell you things are different there.

"People decide in Washington, D.C., and Mexico City, and they don't know anything about the border," says businessman Roberto Garza Crosby. [...]

The Rio Grande separates Del Rio, Texas, from Ciudad Acuna, in Coahuila state, Mexico. But, fittingly enough, the symbol of Del Rio is a bridge that goes over that river.

The bridge links one end-of-the-road town in America to one end-of-the-road town in Mexico. Crossing it is quick and easy going either way.

"We always say if Del Rio catches a cold, we sneeze, or if we sneeze, they catch a cold. We're interrelated," says Acuna rancher and bar owner Jaime Garza.

It's an equally popular saying across the border in Del Rio. Americans with and without insurance head south for health care and for a variety of goods and services that are cheaper in Acuna than in Del Rio.

And residents of Coahuila state cross the other way to shop at Wal-Mart and other outlets that offer lower prices than Mexican stores on other goods. [...]

Group n°4: Border Cities & Contact between the populations

Answer the following questions **on a different piece of paper** in order to guide your reflection and hand it over to your teacher:

- Document 1:

a) Take a look at the map and explain why these towns facing one another are called “sister cities”.

b) How many sister cities are there?

- Document 2:

c) According to this article, what is the main problem related to the frontier?

d) Why does the author call the borderland a “third nation”?

e) What else connects people to each other across the border?

- Document 3:

f) What are the sister cities mentioned in the article, in which US & Mexican states are they located, and what separated them from one another?

g) What is the peculiarity of the crossings in these sister cities?

h) Quote the poetic allusion to the proximity between border people.

- Organize your reflection. Make a short summary of border relations (good and bad).

1) Latino vote key to Obama's re-election

By Cindy Y. Rodriguez, CNN

November 9, 2012

The sleeping giant has awoken: Latinos not only helped Obama win in key battleground states*, but they made up 10% of the electorate for the first time ever.

Latinos, the fastest growing minority, making up 16% of the nation's population fastest growing minority, making up 16% of the nation's population, made their mark on election night as they voted for President Barack Obama over Republican Mitt Romney 71% to 27%, a lower percentage than Republican candidates have received in the last three elections. [...]

In 2008, Obama received 67% of the Latino vote. [...]

Today, there are nearly 24 million Hispanics eligible to vote. [...]

Hispanics were vital in helping the president win in two of the *key battleground states*, Nevada (70% to 25%) and Colorado (75% to 23%), and put Obama in the lead in Florida, where the vote still hasn't been decided, according to exit polls. In Nevada, the president won six electoral votes and nine in Colorado. [...]

"The GOP drove Latinos away with their anti-Latino agenda in being very vocal on 'self-deportation'," said Leo Pierson*. "It didn't help that Mitt Romney said the *Arizona immigration law* was the model for the nation. That stuff sticks." [...]

"My hope for Obama as a woman, as a Latina, as a Puerto Rican, is that he keeps his word and all the promises he has made to us," stressed Capó-Ramos. "I hope he conserves his integrity, prevails in government, and that he puts the people as priority over economic interests, political or partisan."

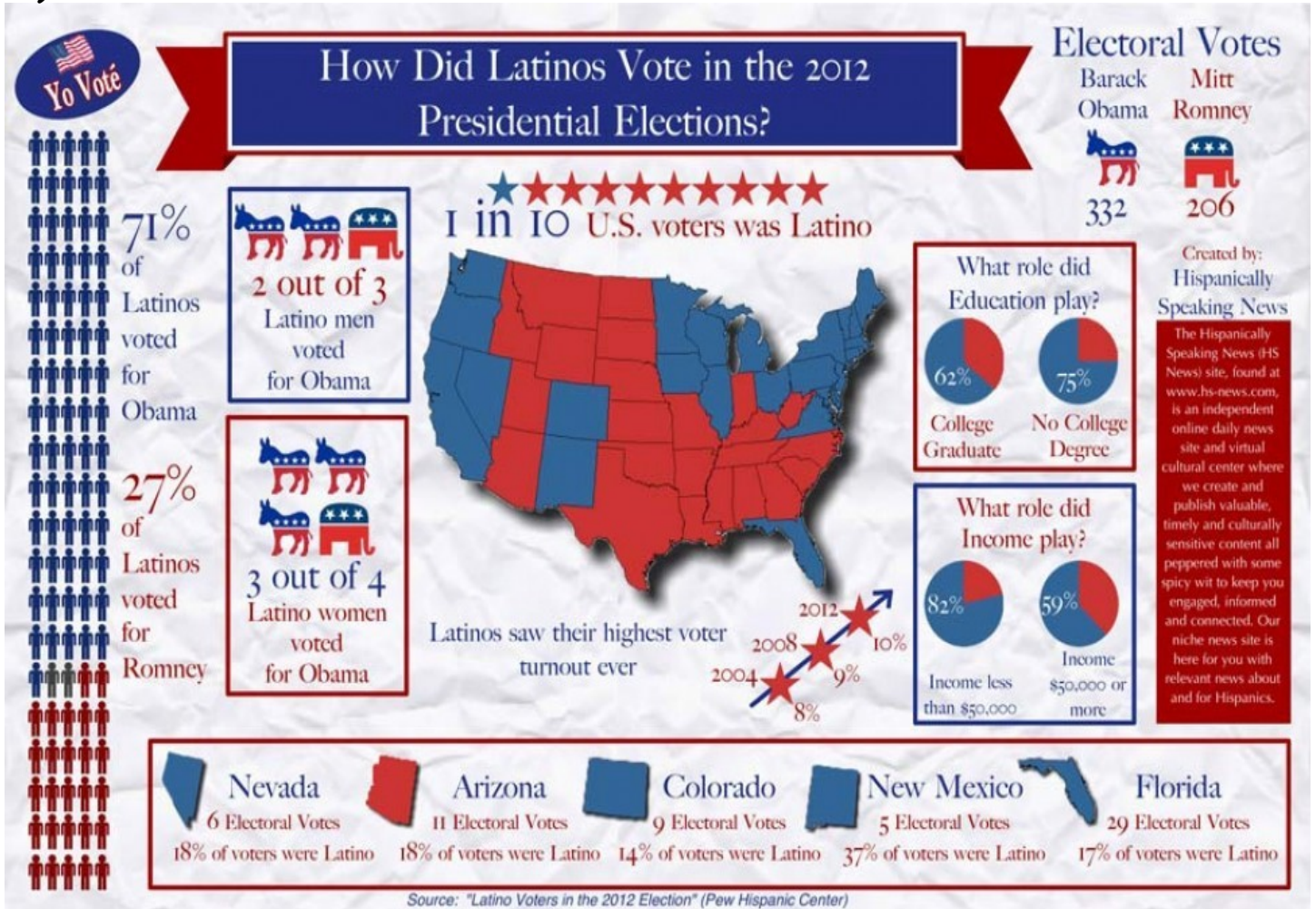
Precisions on the article:

key battleground states (or "swing state") are states that must be secured in order to win an election.

* Leo Pierson is a campaign surrogate for the Ohio Latino Leadership Council to Re-Elect President Obama.

The *Arizona Immigration Law* is a controversial law which is against illegal immigration. It makes it a crime for any immigrant not to carry his registration documents.

2)



3)



Group n°5: The Latino Strength in the 2012 Elections

Answer the following questions **on a different piece of paper** in order to guide your reflection and hand it over to your teacher:

- Document 1:

a) In the article, find the synonyms for:

<i>First place</i>	<i>Latinos</i>	<i>Keep his promise</i>	<i>Program</i>	<i>The Republican Party</i>
<i>Acceptable, fit, appropriate</i>	<i>Essential</i>	<i>Repel, exclude</i>	<i>Consist in</i>	<i>Stay in mind</i>

- b) What is the percentage of Latinos in the electorate?
 c) Name the two states where the Latino vote was vital for Obama.
 d) Why didn't the majority of Latinos vote for Romney?

- Document 2:

- e) What is the color associated with the donkey?
 f) What is the name of the party represented by this color?
 g) What is the color associated with the elephant?
 h) What is the name of the party represented by this color?
 i) Complete the following sentences:
 - The Hispanics voted in favor of in 2012 with% of the Latino vote.
 - In 2012, the Latinos represented % of the electorate compared to % in 2004

- Document 3:

j) **What is the idea illustrated by this magazine cover?**

- Organize your reflection. Make a short summary of what you have learnt from the documents: what can you say about the Latino electorate? Use the following words: *make up, electorate, eligible, vital, strength, drive away.*

3ème D, Crossing La Linea Prohibida

Group ONE: Law enforcement (Sarah, Teddy, Melvin, Thibault, Antoine P., Yann)

There are many difficulties to become an American citizen as you need to get fingerprinted or take an oath of allegiance. Many Mexicans decide to cross illegally in the south of the USA but many of them are stopped by Border patrols (= Police).

It's very difficult to become an American citizen legally: people must be 18, must have lived on US soil for 5 years, they must be fingerprinted, take a test about US history and government, and take an oath of allegiance. It is also very expensive: \$695. It is very difficult to enter the USA illegally: border enforcement is very strict and there are many apprehensions. However, since 2011, there are less attempts at crossing illegally.

Group TWO: Latinos' jobs & wealth (Clara, Loïc, Julie, Arnaud, Nicolas)

Farming is the most concentrated occupation for immigrants (ex. = farmer, fruit picker). The Hispanics earn more than the Blacks but they earn less than the Whites so the immigrants work illegally and they are paid less.

Latinos who come illegally in the US often work in the farming, cleaning, construction, and food preparation industries. They work in low-paid, difficult jobs and often do the work that white people don't want to do. The US-Latino population is rather poor, their wealth is 18 times lower than the white's, but they are wealthier than the Black population.

Group THREE: Immigration flows (Théotime, Anthony, Matthew, Matthieu, Lucas)

After two large peaks in the immigration flow from Mexico to the U.S, migration has come to a standstill. This flow is the largest wave of immigration in history from a single country to the U.S, that brought 12 millions immigrants in 40 years. The largest peak was of 70,000 immigrants in the year 2000. Most of these immigrants came illegally. Because of the U.S economy since 2005, the immigration flow has fallen. The immigration wave has stopped and might resume if the U.S economy recovers.

The crossing of illegal immigrants from Mexico has decreased since 2005. In 2004, there were 670,000 people who immigrated to the US whereas there were only 140,000 in 2010. Mexicans tend to come less to the USA because there is more police at the border, it's a dangerous crossing, and also because the economic situation in Mexico is better than before contrary to the US. Maybe the immigration will resume after the US economy recovers.

Group FOUR: Border cities (Gwenaëlle, Iliès, Théo, Frédéric)

Along the U.S – Mexican border are cities called “sister cities” because they have their twin cities on the other side of the border. There are 29 altogether. Because of those cities, immigration is a problem: it causes drug wars but mostly, these cities have a common history and joint tradition. People tend to forget which side of the border they are on. Mexicans are not the only ones who cross the border, Americans also go to Mexico to take advantage (?), goods and services are cheaper than in the U.S.A.

Contrary to what one may expect, the contact between border people isn't always hostile. Drug wars, strict border control and xenophobia are of course part of the situation. However, people from the sister cities along the border feel closer to one another than to the people from their own country. They share culture, identity, trade, history, and family on both sides of the border.

Group FIVE: The Latino strength in the 2012 election (Florence, Camille, Sara, Antoine R., Julien T.)

Latinos really helped Obama to become the American president. In 2012 the elections opposed Mitt Romney to Barack Obama. Only 27% Hispanics voted for the Republican Party because Romney said “the Arizona immigration law was a model for the nation”. In 2008, Obama got 67% of the Latino vote and their vote was vital to win in two of the key battleground states. In 2012 one in ten US voters was a Latino.

In 2012, the Latinos made up for 10% of the electorate: 24M Hispanics were eligible to vote. They were vital in the reelection of President Barack Obama. Mitt Romney drove them away when he approved the Arizona Immigration Law (a very strict law against illegal immigration). The Latinos are a strength in the electorate, and any president who wants to win must secure their vote.

→ doc. 02

Still picture from *The Three Burials of Melquiades Estrada* by Tommy Lee Jones
[from 9.31 to 12.07]



US-Mexican border video from Youtube = Minuteman Project (still pic)

PART 1 → [From 0.00 to 0.23 *wildlife*]

PART 2 → [From 0.00 to 1.09]

PART 3 → [From 1.09 – 1.14 *yes*]

PART 4 → [From 1.14 – end]



Watch the scene and tick all the words related to what you've seen.

Be careful write ONLY about what you SEE or HEAR!

<i>border</i>	<input type="radio"/>	<input type="radio"/>	<i>patrol</i>
bodyguard	<input type="radio"/>	<input type="radio"/>	fence
<i>illegal</i>	<input type="radio"/>	<input type="radio"/>	<i>cross</i>
Juan	<input type="radio"/>	<input type="radio"/>	<i>aliens</i>
<i>draw (ravine) map</i>	<input type="radio"/>	<input type="radio"/>	<i>latinos</i>
<i>chase</i>	<input type="radio"/>	<input type="radio"/>	electorate
<i>catch</i>	<input type="radio"/>	<input type="radio"/>	<i>beat people up</i>
<i>escape</i>	<input type="radio"/>	<input type="radio"/>	<i>run away</i>
GOP	<input type="radio"/>	<input type="radio"/>	bridge
<i>handcuffs</i>	<input type="radio"/>	<input type="radio"/>	<i>exhausted</i>
Asians	<input type="radio"/>	<input type="radio"/>	sister cities
<i>dirty</i>	<input type="radio"/>	<input type="radio"/>	<i>pick strawberries</i>
citizenship test	<input type="radio"/>	<input type="radio"/>	pick blueberries
<i>overboard</i>	<input type="radio"/>	<input type="radio"/>	<i>screaming</i>
<i>trouble</i>	<input type="radio"/>	<input type="radio"/>	New York
black people	<input type="radio"/>	<input type="radio"/>	<i>get away</i>
<i>belongings/stuff</i>	<input type="radio"/>	<input type="radio"/>	wealth
donkey	<input type="radio"/>		

Correction : words in red correct.

**Watch the scene and tick all the words related to what you've seen.
Be careful write ONLY about what you SEE or HEAR!**

border	<input type="radio"/>	<input type="radio"/>	patrol
bodyguard	<input type="radio"/>	<input type="radio"/>	fence
illegal	<input type="radio"/>	<input type="radio"/>	cross
Juan	<input type="radio"/>	<input type="radio"/>	aliens
draw (ravine) map	<input type="radio"/>	<input type="radio"/>	latinos
chase	<input type="radio"/>	<input type="radio"/>	electorate
catch	<input type="radio"/>	<input type="radio"/>	beat people up
escape	<input type="radio"/>	<input type="radio"/>	run away
GOP	<input type="radio"/>	<input type="radio"/>	bridge
handcuffs	<input type="radio"/>	<input type="radio"/>	exhausted
Asians	<input type="radio"/>	<input type="radio"/>	sister cities
dirty	<input type="radio"/>	<input type="radio"/>	pick strawberries
citizenship test	<input type="radio"/>	<input type="radio"/>	pick blueberries
overboard	<input type="radio"/>	<input type="radio"/>	screaming
trouble	<input type="radio"/>	<input type="radio"/>	New York
black people	<input type="radio"/>	<input type="radio"/>	get away
belongings/stuff	<input type="radio"/>	<input type="radio"/>	wealth
donkey	<input type="radio"/>		

**Watch the scene and tick all the words related to what you've seen.
Be careful write ONLY about what you SEE or HEAR!**

border	<input type="radio"/>	<input type="radio"/>	patrol
bodyguard	<input type="radio"/>	<input type="radio"/>	fence
illegal	<input type="radio"/>	<input type="radio"/>	cross
Juan	<input type="radio"/>	<input type="radio"/>	aliens
draw (ravine) map	<input type="radio"/>	<input type="radio"/>	latinos
chase	<input type="radio"/>	<input type="radio"/>	electorate
catch	<input type="radio"/>	<input type="radio"/>	beat people up
escape	<input type="radio"/>	<input type="radio"/>	run away
GOP	<input type="radio"/>	<input type="radio"/>	bridge
handcuffs	<input type="radio"/>	<input type="radio"/>	exhausted
Asians	<input type="radio"/>	<input type="radio"/>	sister cities
dirty	<input type="radio"/>	<input type="radio"/>	pick strawberries
citizenship test	<input type="radio"/>	<input type="radio"/>	pick blueberries
overboard	<input type="radio"/>	<input type="radio"/>	screaming
trouble	<input type="radio"/>	<input type="radio"/>	New York
black people	<input type="radio"/>	<input type="radio"/>	get away
belongings/stuff	<input type="radio"/>	<input type="radio"/>	wealth
donkey	<input type="radio"/>		

Chain Speaking Game, make a recap ! - Use 1 or 2 words from the list max.

- Use the words in the right order
- Your time is limited

border, patrol, illegal, aliens, draw (ravine), Latinos, cross, chase, run away, screaming, catch, escape, beat people up, handcuffs, dirty, exhausted, belongings/stuff, get away, pick strawberries, overboard, trouble.

Ex: "border", "patrol" → *Border patrol officers* |
"illegal", "aliens" → *have spotted a group of illegal aliens* |
"draw" → *hiding in a draw.*

RECAP (notebook)

***Border patrol** officers have spotted a group of **illegal aliens** hiding in a **draw**. They are **Latinos** trying to cross the US-Mexican border. They start **chasing** them and they **run away screaming**. But an officer **catches** two of them who are trying to **escape**, he **beats them up** and he **handcuffs** them. Later, all the officers are gathered around the arrested group: the Hispanics look **dirty** and **exhausted**, they barely have any **belongings**. We learn that three have managed to get away but the chief doesn't mind, he says that the country needs **strawberry pickers** anyway. However, he's not happy with one of the officers who went way **overboard** by being too violent with the immigrants and warns him he could be in **trouble** next time.*

Growing Up Brown in a Border Town

NPR*, May 02, 2006 4:00 PM

Commentator Tanya Barrientos grew up as a Guatemalan-American in a border town in Texas. She reflects on her teen years, when self-consciousness about her heritage and her brown skin caused her to distance herself from her identity.

ROBERT SIEGEL, host:

Yesterday's boycotts and demonstrations staged by immigrants across the country struck commentator Tanya Barrientos at a personal level. She was raised in a border town in West Texas. And she says she can remember when she was ashamed to be a Latina.

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TANYA BARRIENTOS reporting:

→¹Yesterday I was at the bank. It was May Day, the day immigrants demonstrated across the country. The man standing next to me said he owned a construction company. His workers would be coming in that afternoon to cash their paychecks.

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"Do they have ID?" the teller asked.

"Social Security cards," he answered. "They're from Guatemala." And that was that. His message had been passed, as if the word Guatemala was English for illegal. ←¹

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→¹ I know exactly how I would've reacted when I was younger. I would've stayed quiet, finished my transaction and just before leaving, I would've thrown out a big have a nice day to prove I had no Spanish accent. Because when I was a kid, I hated being brown. Being brown in the border town where I was raised meant being Mexican, whether you were or were not. It meant being a fruit picker instead of a lawyer, a maid instead of a doctor. And I wanted none of it. ←¹

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→¹ So I refused to speak Spanish or hang out with the kids who did. I worked extra hard to fit in with the girls named Heidi and Leslie and Kim. And I can remember taking it as a compliment when they said I didn't seem Mexican to them.

It sounds so wrong now, but America wasn't a hyphenated nation back then. People who came here were expected to drop their ethnic baggage at the border, become apple pie citizens as quickly as possible and never look back. ←¹

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→¹ When I was 16, I told my father how much I hated being seen as a person from south of the border. My father, whose skin is the color of tobacco, my father, who as a kid taught himself English by reading American comic books and as a young college professor, left everything he had in Guatemala to bring our family here and start over. ←¹

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→¹ I told him and he cringed. Then he made a radical plan. That summer instead of sending me to the ballet camp in Colorado that I wanted to attend, he enrolled me in the National Ballet School of Mexico in Mexico City.

"I want you to see how beautiful Mexico is," he told me, "so if anybody calls you Mexican, you'll hold your head high." ←¹

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→¹ I went reluctantly and found out he was right. I've been thinking about that summer a lot lately as hundreds of thousands of brown immigrants march through the streets, pleading to be seen. Mexicans, El Salvadorans, Guatemalans, they all look like me.

So at the bank, I turn to the man and said, "I'm from Guatemala." He looked at me, the tellers looked at me, none of them sure what to say.

Finally the man smiled and said, "I hear it's a beautiful country."

I smiled back and said, "Yes sir, it is." ←¹

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SEIGEL: *Tanya Barrientos is a features writer and columnist for the Philadelphia Inquirer*

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[<http://www.npr.org/templates/story/story.php?storyId=5377330>]

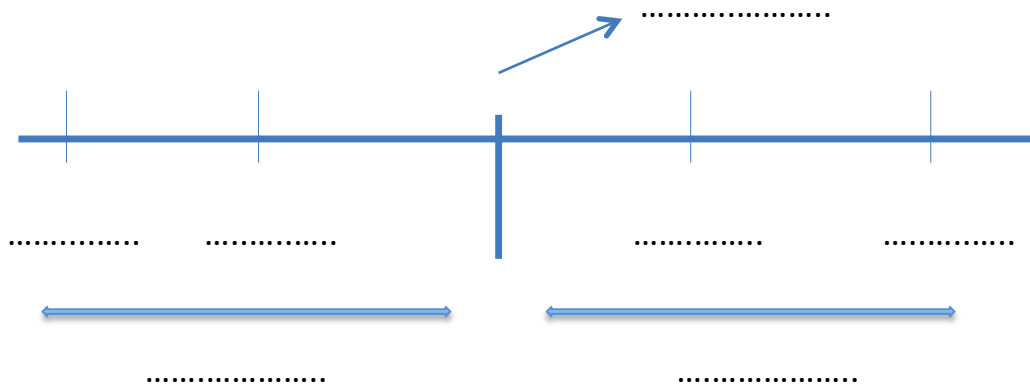
* NPR= National Public Radio

Growing Up Brown in a Border Town

1) Find the following words in Tanya's account:

Adolescent	
Being embarrassed, too self-aware	
What comes with identity	
Feeling shame	
Salaries	
Color that symbolizes Latinos	
Name two « typical » jobs for Latinos	
Name two « typical » jobs for white Americans	
A nation made of people from different origins	
Leave	
A nickname for American-born citizens	
Classical dancing	
Be proud	

2) Make a timeline of her life



1	<i>A Guatemalan-American growing up in a border town</i>
2	<i>May Day 2006</i>
3	<i>Proud of her origins</i>
4	<i>Works hard to be friend American white girls</i>
5	<i>Distancing herself from her heritage</i>
6	<i>Becomes a writer & a columnist</i>
7	<i>At 16, her father sends her to the Ballet School of Mexico</i>



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ESSAY AIR DATE: June 30, 2010

Poet Benjamin Saenz Considers Uncertainty Along Mexico's Violent Border



Poet Ben Saenz Considers Mexico's Border Violence

Jun. 30, 2010



SUMMARY

Latino poet Benjamin Saenz shares his writing from his home near the U.S., Mexico border, a region where violent drug wars have raged in recent years. His latest collection is called "The Book of What Remains."

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Benjamin Saenz's poem = photo description (still pic from the video) = Youtube



Crossing La Línea Prohibida

WORKSHEET Individual path (2) → *the life of another Latino living on the border.*

1/ Before watching the video: concentrate on the freeze frame.

a/ Type of document & source:

b/ Date :

c/ Topic :

d/ Other information :

2/ Watch the video & complete the missing information:

PART 1

a) Listen to the newsreader, what's the name of the book she mentions?

.....

b) Who is she talking about ? Listen to him & complete:

NAME:

WHERE HE LIVES:

NATIONALITY:

JOBS / ACTIVITIES:

c) **These days this man identifies himself as a** (Spanish word) = **that is someone who**

d) **This is a place that really defines him, because...** (listen & complete the sentences)

It is such a to, because there are of

....., the of one's, of one's

boundaries, the way one, that they

..... . And, sometimes, they come at you like

It's a to And, if you want to a

you don't want to

PART 2

the city of JUAREZ	
BEFORE the wars between drug cartels	NOW
<i>it used to be</i>	<i>it has become</i>
	↓
Consequence for the people:	

✂ ✂

Benjamin Alire Saenz's POEMS

1 Title: *on* **N°**

I a book of

The document the exodus of

I am staring at who is more than

She is handing her to a

..... know and know and know that the documents

The is not in, only the of the

Match the words from the poem with their synonyms or definitions			
document (v.)	<input type="radio"/>	<input type="radio"/>	<i>to look or gaze fixedly, often with hostility or rudeness</i>
exodus (n.)	<input type="radio"/>	<input type="radio"/>	<i>faked, not official</i>
stare (v.)	<input type="radio"/>	<input type="radio"/>	<i>a person who holds a position in an organization, government etc / an officer</i>
hand (v.)	<input type="radio"/>	<input type="radio"/>	<i>the act of going out / departure</i>
official (n.)	<input type="radio"/>	<input type="radio"/>	<i>illustrate, talk about</i>
forged (adj. & past participle)	<input type="radio"/>	<input type="radio"/>	<i>give</i>
frightened (adj.)	<input type="radio"/>	<input type="radio"/>	<i>scared</i>

2 Ode to Juarez No. 5

1) Read the poem

*This is where we live. The old man sits.
There is nothing to do but remember.
He is too old to work, too healthy to die, too rich to starve, too poor to leave the city. He
hears a rumor.
El Cartel de Sinaloa has defeated El Cartel de Juarez. If the war is over, then why is there
still killing?
We will be dead and buried before the killing stops.
The killing will go on for an eternity, killing our new addiction, our new cocaine.
People are leaving.
The old man and his wife, Elena, will stay.
This is where they were born, where they have always lived.
The words they used to speak are disappearing.
It hurts too much to talk.
Sometimes, it hurts too much to breathe.
Sometimes, it hurts too much to wake.
There is no other place but here.
There is no place to go.
They have to stay and wait, but wait for what?*

by **Benjamin Alire Saenz**

2) Look for all the words from the lexical field of **death**:

.....
.....

3) Now find:

- a word that is repeated FOUR times :
- a group of words that is repeated THREE times :
- a group of words that is repeated TWICE :

What is the effect on the reader?

.....
.....

4) How does the poem end?

.....
.....

Meditation on Living in the Desert No. 11

I am looking at a book of photographs.
The photographs document the exodus of Mexicans crossing the desert.
I am staring at the face of a woman who is more a girl than a woman.
She is handing her documents to a government official.
I know and you know and we all know that the documents are forged.
The official is not in the photograph, only the frightened eyes of the girl.

By **Benjamin Alire Saenz**

Ode to Juarez No. 5.

This is where we live. The old man sits.
There is nothing to do but remember.
He is too old to work, too healthy to die, too rich to starve, too poor to leave the city.
He hears a rumor.
El Cartel de Sinaloa has defeated El Cartel de Juarez. If the war is over, then why is there still killing?
We will be dead and buried before the killing stops.
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There is no other place but here.
There is no place to go.
They have to stay and wait, but wait for what?

By **Benjamin Alire Saenz**







For Him

For him she wasn't enough
twenty years ago
pensó I could do much better
you know

She picked up her pieces
levantó la cabeza
and walked the world
you know

Now she has a halo
like la virgen, bright and indestructible
she doesn't need his love
ya no más

Ella ha encontrado her true love
she now se pasea por las azoteas
drinking beer and looking at the sea
she thinks : - ya no más

She floats like a mermaid
como un pez dorado y magnífico
que él hubiera tenido
if he would wish it for...

- 1) Lee el poema,
- 2) Utiliza dos colores diferentes para distinguir el inglés y el español.
- 3) Encuentra en el poema las traducciones de las palabras siguientes, escríbelas en la buena columna :

Français	English	Español
<i>brillant</i>		
<i>ça suffit</i>		
<i>ramasser</i>		
<i>les terrasses</i>		
<i>une sirène</i>		
<i>souhaiter</i>		
<i>un poisson</i>		
<i>morceaux</i>		
<i>il aurait eu</i>		

- 4) Contesta las preguntas :
 - ¿ Qué le pasó a la chica en su vida amorosa?
 - ¿Por qué su vida es diferente hoy ? ¿Qué ha cambiado?
- 5) Encuentra la palabra que existe en inglés y en español:

She ...

Sergio Elizondo, 1977

*She,
she speaks English,
she raps English,
she reads English,
she sits English,
pero quiere en español,
sueña en español,
piensa en español,
va a la church en español.
Juega en español,
works in English,
Siente en español,
Drives in English,
Hace cariños en español,
Runs in English...
Se mece en las curvas de sus pasos en español.
Duerme, duerme chula,
Únicamente en español.*

1) Subraya los verbos con dos colores diferentes según la lengua utilizada, luego repártelos en la columna que corresponde.

Inglès (verbos o expresiones) OJO: traducir al español	Español (verbos o expresiones)
Ejemplo : <i>she raps</i> = <i>ella toca rap</i>	

2) Estudia cómo el poeta expresa la doble cultura de la chica
.....
.....

3) En su estudio, el autor Miguel Idefonso dice : " **El chicano, en la vida diaria, generalmente usa el inglés (lo social) para el trabajo, y el español (lo afectivo) en el hogar.** "
¿Se puede comprobar (vérifier) esto en el poema? ¿Por qué?
.....
.....

4) Describe o dibuja una imagen que podría ilustrar el poema.
.....
.....

Highlight the verbs in two different colours according to the language
then classify them in the corresponding column

ENGLISH
(verbs or expressions)

SPANISH
(verbs or expressions= you will have to translate them in English first)

Ex. : se mece en las curvas de sus pasos = she sways her hips*

I made it ¿ y ahora qué ?

Here I come America, the dream of a lifetime,
At last I made it and you, the ones I left behind,
You can be proud, and reassured.

Soñaba con una nueva vida digna con un sueldo digno
Pero me siento solo, perdido del otro lado
Sin familia, sin casa, sin amigos ni lengua.

Soon I'll be one of them, an American citizen,
With a nice place to live in, a decent job, decent
money,
Rapidly I will fit in, adapt and speak English.

Pero ¿Dónde está la vida de este lado de la frontera?
Busco seres humanos en este desierto norteamericano
Ya extraño el ruido, los olores, los colores y la música.

Para ayudarlos a vivir, I'd do anything.



Final task / Tarea final : *Crossing La Línea Prohibida*

Vous êtes élèves d'origine mexicaine à *Catalina Foothills High School* à Tucson, Arizona et votre classe a été choisie pour participer à un travail de création autour d'une exposition de photos intitulée *Crossing La Línea Prohibida* sur le thème de la frontière américano-mexicaine.

- 1) Vous tirez au sort une des photos de l'exposition à partir de laquelle vous écrirez un poème en lien avec le thème de l'exposition. Ce poème prendra la forme d'un sonnet (entre dix et quinze vers) à la fois en anglais & en espagnol.
- 2) Le jour du vernissage de l'exposition vous venez réciter votre poème devant la photo exposée.

Final task / Tarea final : *Crossing La Línea Prohibida*

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CROSSING LA LINEA PROHIBIDA

Rédaction & récitation d'un poème en *Spanglish*

Critères de réussites : en anglais & en espagnol **OU** en anglais seulement pour les italianistes.

NOM =

Classe : 3°

[Nom du binôme =]

ECRIT	/ 40	Anglais	Espagnol
LANGUE 20 points	→ Richesse lexicale	/4,5	/4,5
	→ Correction grammaticale	/4,5	/4,5
	→ Orthographe		/2
RESPECT DE LA FORME 6 points	→ Titre en <i>Spanglish</i> & contenu 50/50 anglais et espagnol		/4
	→ Forme : le poème comporte : - entre 12 & 16 vers (2 pts) - entre 10 & 12 vers (1 pt) - moins de 10 vers (0 pt)		/2
	→ Bonus : rîmes	+ 0.5 / + 1 / + 2	
COMPLÉMENTARITÉ PHOTO / TEXTE 14 points	→ mon poème montre que j'ai compris le contexte (social, historique, culturel ...) de la frontière.		/7
	→ J'ai su m'inspirer de l'œuvre sans me contenter de la décrire & mon poème vient compléter l'émotion déclenchée par la photo.		/7

BONUS : lors du passage à l'oral, je présente mon document, sans faute (après correction) & j'ai soigné la présentation : **+1** (pour l'écrit)

ORAL	/ 20	Anglais	Espagnol
Je connais parfaitement mon poème (mémorisation)		/ 5	/ 5
J'ai respecté la prononciation, l'intonation & le rythme.		/ 5	/ 5

PROJET : *Crossing La Línea Prohibida*

The US-Mexican Border, classes de 3ème

- **Les contraintes de départ** : mener un travail en parallèle & en « simultané » dans plusieurs classes & deux matières différentes (anglais & espagnol).
- **Les problèmes engendrés par ces contraintes** : l'avancement du projet selon les classes (hétérogénéité) dans les deux langues.
- **Les solutions envisagées en termes de dispositif** :
 - ✓ Différenciation : au sein d'une même activité (travail sur le *Booklet* principalement), les tâches proposées sont plus ou moins complexes ou les documents plus ou moins simples pour permettre à chacun de participer à son niveau.
 - ✓ Diversification : chaque groupe travaille sur un thème qui lui est propre, lié à l'immigration (toujours à partir du *Booklet*) qu'il doit ensuite synthétiser & rapporter aux autres groupes (à l'oral & à l'écrit).
 - ✓ Interdisciplinarité : ce qui est abordé dans une langue sert à l'autre puisque les thèmes sont identiques. Cela permet le rebrassage de certaines informations & facilite les apprentissages dans les deux langues.
- **Les résultats** :
 - ✓ Plus-value du dispositif pour les deux professeurs : la répartition des tâches d'une langue à l'autre permet un gain de temps, tout n'est pas redit, les élèves apprennent à exploiter ce qui a été appris en espagnol lors du cours d'anglais & vice versa. Également, ce qui est formulé dans les deux langues permet à des élèves plutôt fragiles dans l'une ou l'autre des langues de mieux comprendre, et de rester motivés.
 - ✓ Plus-value du dispositif sur l'élève :
 - **sur le plan linguistique** : grande richesse lexicale dans les deux langues (qui très souvent se mélangent), travail sur l'origine de certains mots issus de l'espagnol couramment utilisés en anglais. Les élèves ont pu faire part à leurs professeurs de leurs connaissances dans « l'autre » langue (*moi qui ne parle pas du tout espagnol, j'ai beaucoup compté sur les élèves pour « m'expliquer » certains termes ou faits, ce qu'ils ont fait avec beaucoup de plaisir & une grande fierté !*)
 - **sur le plan du comportement** : chacun a sa façon s'est investi dans ce projet, parfois davantage dans une langue que dans l'autre en fonction de ses goûts & de ses compétences. Souvent les élèves ont formé leurs binômes de façon très réfléchie & équilibrée : « tu es fort en anglais, moi non, mais je suis meilleur que toi en espagnol, unions nos forces ! »

- **sur le plan de la motivation** : le fait de savoir qu'ils allaient se retrouver tous ensemble (l'équivalent de 3 classes de 3^{ème} environ) dans l'Amphithéâtre, pendant deux heures, qu'ils allaient devoir réciter leurs poèmes devant tous leurs camarades, a poussé les élèves à donner le meilleur d'eux même (ils aiment le challenge).
- **Les perspectives d'amélioration** : ce projet a été mené deux ans de suite ce qui nous a permis d'améliorer certains points la deuxième fois :
 - la gestion du temps, un peu chaotique la première année : trop ou pas assez de temps accordé à certaines activités, temps imparti à l'écriture, la relecture, la correction des poèmes inadéquat ou mal organisé.
 - la répartition des tâches entre les deux professeurs, particulièrement sur la dernière partie de la séquence qui se fait en commun dans les deux langues (essai de co-animation)

Pour conclure :

ce projet nous a semblé tellement porteur, pour nous comme pour nos élèves, qu'il nous a donné envie de renouveler l'expérience. Nous avons choisi de travailler sur un nouveau projet commun autour des minorités ethniques aux Etats-Unis (*Blacks & Latinos*) dont la finalité sera la suivante :

Tâche finale : en groupe (de 4 ou 5), composer & rédiger une UNE de quotidien américain avec plusieurs articles en **anglais** & en **espagnol** (4 dans chaque langue + un bonus) sur des thèmes imposés :

- Point d'histoire (personne, événement ou avancée des droits civiques) en **anglais** & en **espagnol**.
- Élections américaines de 2016 (article informatif en **anglais** & présentation des programmes des 2 candidats concernant les minorités hispaniques & noires en **espagnol**)
- Une intégration réussie : interview d'une personnalité noire en **anglais** & d'une personnalité hispanique en **espagnol** (sport, culture, politique)
- Fait-divers : texte d'invention en **anglais** & en **espagnol** – création à partir de modèles dans les deux langues.

BONUS = article culturel ou sportif d'un événement à venir en **anglais** ou en **espagnol**.