

Breaking the Color Line: Past and Present Struggles Against Racism

=> In what ways has racism evolved in English-speaking societies, and how do contemporary cultural, political, and social responses challenge, or reproduce discriminatory structures?



The Problem We All Live With, Norman Rockwell, 1964

A voir/lire au sujet du racisme:

Movies: *Green Book*, Peter Farrelly (2019), *Hidden figures*, Theodore Melfi (2016), *12 Years a Slave*, Steve McQueen, (2013) *BlacKkKlansman*, Spike Lee (2018) , *This is England*, Shane Meadows, (2007)

Books: *Americanah*, Chimamanda Ngozi Adichie (2014) *The Hate U Give*, Angie Thomas (2017), *The Buddha of Suburbia* ,Hanif Kureishi (1990)

Series: *Dans leur regard (When They See Us)*, Ava DuVernay (2019), *Dear White People*, Justin Simien (2017) , *Watchmen*, Damon Lindelof (2019)

I. Historical and Structural Racism

Document A - Hidden Figures

LIBRARY SCENE

- 1) Introduce the document.
- 2) When does the story take place? How can you tell?
- 3) What do you know about the historical events of this period?
- 4) Briefly summarize the main events in the video.



Document B - Historical Racism - Jigsaw classroom



Work in groups of 5. After your groupwork, you will be reassigned to new groups where you will be the expert presenting this document to students who studied different texts.

Step 1: Study the documents you've been given.

Step 2: Introduce the document and summarize it in 5 key points.

Step 3: Identify 3 important words and translate them.

Step 4: Complete the grid.

💡 Based on the 5 cases we studied, how was racism institutionalized in different countries?

	Doc 1	Doc 2	Doc 3	Doc 4	Doc 5
Dates					
Key events					
Summary					
Vocabulary					

DOCUMENT C - How the colonial legacy has created a toxic beauty industry

<https://www.theguardian.com/world/2025/aug/14/thursday-briefing-how-the-colonial-legacy-has-created-a-toxic-beauty-industry>

The Guardian, Aamna Mohdin, August 14, 2025

The slogan “black is beautiful” rang out from civil rights marches in the US and UK during the 1960s and echoed through liberation struggles across the global south. It became a **rallying cry** against racist beauty standards that had long cast Black skin, facial features and hair as undesirable.

These movements urged **pride** in what had been denigrated for centuries, and their message was not limited to people of African or Caribbean heritage. Calls to embrace natural beauty resonated across Asia and much of the global south, directly challenging the colonial belief that lighter skin conferred greater worth.

Yet decades later, that belief seems to **endure**. Across the world, women of colour continue to use skin-lightening creams, many **laced** with toxic ingredients, in the hope of meeting beauty ideals shaped by **colourism**.

Now, we are learning that the results are becoming even more devastating. For the first time, medical journals have reported rising cases of cancers among women of colour using **skin-lightening** products. The industry, now worth US\$10.7bn (£8bn), is expected to grow to US\$18.1bn by 2033. Some reports even describe these products being used on babies and young children.

The overwhelming majority of Dlova’s patients are women, though she does see some men. The reasons why are complex. “It’s psychosocial, political, historical, but colonisation is at the root of it. Being lighter is seen as superior,” she says. Research has found that lighter-skinned women often face shorter prison sentences, are seen as more intelligent in job interviews, and have greater career and dating prospects than their darker-skinned **peers**.

“There’s so much pressure for darker-skinned women to change their skin colour,” Dlova adds. Just how much women are affected is still hard to say due to a lack of data. Across African countries, estimates in studies of its usage range from 25% to 80% of women.

But Dlova was keen to point out that the use of skin-lightening products affects countries across the globe. “This is not exclusively an African issue. It’s a global phenomenon. It’s as common in South

Africa as it is in India,” Dlova says, “We know about the **caste system** in India and we know about colonisation there and in Indonesia, the Philippines, Thailand. In all those countries, skin bleaching is **pervasive**. Even in South America.

“It’s important to highlight that, because sometimes people say, ‘Why are Africans changing their skin colour?’ No, it’s everyone who’s Black or darker-skinned trying to be white because of colonisation.”

Her hope is that by involving people from many disciplines and regions, they can develop a **multi-pronged** approach to the issue. “We just need to look at examples of **advocacy** that have been successful in the past, such as smoking, HIV, and see how they did it. It has to be sustained and continuous, not just a one-off. It must go on so that people become used to it and they know.”

1. Find the words in the text corresponding to the definitions:

- A. dislike and unfair treatment of the members of a particular racial group who have a darker skin colour than others in the same group
- B. remain in existence; last
- C. the level at which someone or something deserves to be valued or rated
- D. public support for or recommendation of a particular cause or policy
- E. the practice of using chemical substances in an attempt to lighten the skin
- F. multi-faceted, diversified
- G. word or phrase that is used to make people join together to support an idea, cause, etc
- H. spreading widely throughout an area or a group of people
- I. a person of the same age, status, or ability as another specified person
- J. a feeling of deep pleasure or satisfaction derived from one’s own achievements
- K. A hereditary stratification system with low social mobility and in which one’s family of birth determines one’s social status and the occupations that one can hold.
- L. add an ingredient

2. Highlight the words linked to beauty/appearance

3. Pick out words related to dark skins and words related to light skins.

4. Pick out useful information about Dlova and her opinion.

💡 How did colonialism impact beauty standards? Use the toolbox and write 150 mots

<u>TOOLBOX</u>	
<p>Resources = ressources To rule = gouverner Trade= commerce Settler = colon Indigenous = native people To conquer = conquérir Proud (adj)/Pride(noun) = fier/ fierté Pressure = pression To influence= influencer Standard= norme Fair skin = peau claire Whiteness as capital= economic advantages associated to white beauty standards</p>	<p>Ideal = idéal Eurocentrism= viewing European culture as superior Colorism= discrimination based on skin tone To lead to = mener à Skin bleaching = blanchiment de la peau Cultural assimilation = adopting dominant culture's beauty standards Decolonization=dismantling colonial mindsets and standards</p>

Language:

1. Observez les éléments soulignés dans le texte. Traduisez-les.
2. Comparez la construction de “lighter”/”greater” et de “more devastating/more intelligent”.
3. Complétez la règle:

Type de comparatif	Adjectif court	Adjectif long (plus de deux syllabes)
Comparatif de supériorité Les irréguliers: - - -
Comparatif d'égalité Pour exprimer la proportion:	

	deux fois plus grand que:
Comparatif d'infériorité

★ Pour intensifier les adjectifs au comparatif, on emploie **far** et **much**

=> far cleaner / much more comfortable

★ Pour traduire les structures “le plus... possible”, on emploie **as +adj + as possible**

=> as quick as possible / as accurate as possible

★ Pour traduire une structure d'**accroissement parallèle** (plus il travaille, plus il est fatigué), on emploie le comparatif

=> Plus c'est grand, plus c'est cher = the bigger it is, the more expensive it is / Plus il boit, moins il comprend la situation = The more he drinks, the less he understands the situation / Moins il y aura de voiture, moins il y aura de pollution = The fewer cars there are, the less pollution there will be. The more we recycle, the better the environment will be.

★ Pour traduire “d'autant plus que”, on emploie **all the more so as/since/because**

=> Ce fauteuil est d'autant plus confortable qu'il est tout neuf = This armchair is all the more comfortable as it is brand new.

Exercise:

Traduisez les énoncés suivants en anglais

- Plus nous éduquons les jeunes générations sur le racisme, plus nous créons une société tolérante.
- La lutte pour l'égalité raciale est d'autant plus importante que les discriminations persistent encore aujourd'hui.
- Les stéréotypes raciaux sont beaucoup plus dangereux qu'ils n'en ont l'air.
- Nous devons agir aussi rapidement que possible pour combattre les injustices systémiques.
- Plus il y a de diversité dans les institutions, moins il y a de discrimination.
- Les conséquences de la colonisation sont d'autant plus graves qu'elles affectent encore les générations actuelles.

g) Moins les gens parlent ouvertement du racisme, plus les préjugés restent enracinés dans la société.

Document D - Systemic racism¹

https://www.youtube.com/watch?v=YrHIQIO_bdQ&t=3s

1. Compare Kevin and Jamal:

	Jamal	Kevin
skin color		
Neighbourhood		
School district		
Classrooms		
Teachers		
Tutors		
After school activities		
Why are the two worlds different? Why do the two boys have different opportunities?		

¹ Copyright L.Chapman

2. Pick out information about:

Redlining:

How it has hurt black families:

3. Compare the lives and opportunities of Kevin's family and Jamal's family:

	Kevin	Jamal
home ownership		
low interest loan		
University		

4. How do banks treat poor white families compared to black families that are middle to upper class?

5. A 1980s study in Atlanta found that:

Wealth of white families?

Wealth of black families?

In 2017 was redlining still a problem?

6. Define “implicit bias” and give examples:

a) Job interviews? b) Unemployment?

-
-
-
-

7. What is the biggest challenge of systemic racism?

8. Pick out the solutions:


1.

2.

3.

ex:

Conclusion: Systemic problems require

 Traduisez en français

Systemic racism affects maternity care for black women in England, say MPs

Black women in England are still facing poorer outcomes in their maternity care due to systemic racism, alongside failures in leadership and data collection, according to a group of MPs.

Across the UK, black women are more than twice as likely to die in childbirth compared with their white counterparts, while babies born to black mothers are at an increased risk of stillbirth.

A report by the health and social care committee found that these disproportionately poor outcomes in maternity care for black women were due to a combination of factors including systemic failures in accountability and leadership, with black women’s concerns “not taken seriously” due to bias, stereotyping and racist assumptions.

Curiosity didn't kill the cat 🐱 - Systemic racism in the US

Systemic racism in the US has deep roots in **slavery** and **Jim Crow laws** that legally enforced racial segregation until the 1960s. This legacy created **lasting inequalities** across key institutions. In housing, practices like **redlining** denied Black Americans mortgages and confined them to underinvested neighborhoods, creating **wealth gaps** that persist today. Schools in predominantly Black areas receive less funding, perpetuating **educational inequality**. Black Americans face higher unemployment and lower wages in the job market. The criminal justice system shows the **starkest disparities**: Black people are disproportionately stopped, arrested, and incarcerated at much higher rates than white Americans for similar offenses. These **interconnected systems** work together to maintain racial inequality long after legal segregation ended.

II. Voices of Resistance

DOCUMENT E - GROUPWORK - Major Figures (Martin Luther King Jr., Malcolm X, Nelson Mandela, Rosa Parks...)

Choose a major voice of resistance from the English-speaking world and create a magazine cover about this person. You will present your magazine cover to the class. Your presentation should include:

1. Why you chose this person
2. A brief summary of his/her life
3. Persuasive arguments for why this person is important

Note: A class vote will be held to select the best presentation, so make your case compelling!

Curiosity didn't kill the cat 🐱 Civil Rights Act

In a nationally televised address on June 6, 1963, **President John F. Kennedy** urged the nation to take action toward guaranteeing **equal treatment** of every American regardless of race. Soon after, Kennedy proposed that Congress consider civil rights legislation that would address voting rights, public accommodations, school desegregation, nondiscrimination in federally assisted programs, and more. Despite **Kennedy's assassination** in November of 1963, his proposal culminated in the Civil Rights Act of 1964. **President Lyndon Johnson** signed it into law just a few hours after it was passed by Congress on July 2, 1964. The act **outlawed segregation** in businesses such as theaters, restaurants, and hotels. It **banned discriminatory practices** in employment and **ended segregation** in public places such as swimming pools, libraries, and public schools.

👉 Thème journalistique

Thème 24 Ecricome 2017 LV1

Ce week-end, les États-Unis se penchent sur leur passé et célèbrent leur diversité. Barack Obama inaugure samedi 24 septembre le Musée national de l'histoire et de la culture afro-américaine. Ce nouveau bâtiment abrite quelque 34 000 pièces rassemblées au cours des dix dernières années.

La visite commence symboliquement sous terre pour rendre compte de la période de l'esclavage. Elle remonte ensuite progressivement pour évoquer la ségrégation, puis les diverses contributions des Afro-Américains au patrimoine militaire, culturel et sportif jusqu'à nos jours.

Cette inauguration très attendue est d'autant plus importante qu'il s'agit d'un musée public et donc gratuit. Sa construction a coûté 540 millions de dollars, dont plus de la moitié financée par des mécènes.

« Ça n'est pas seulement important pour les Afro-Américains, mais pour tous les Américains, estime l'historienne Kellie Carter Jackson. Ce musée, c'est l'Histoire américaine. Sans la contribution des Afro-Américains, les États-Unis seraient un pays complètement différent. » Le fait qu'il soit inauguré par Barack Obama en personne renforce le symbole : « Je ne vois personne de mieux placé que le premier président noir des États-Unis pour accompagner ce moment, affirme-t-elle. Il représente tant ce que les ancêtres avaient espéré... Il est l'exemple même du progrès. »

D'après Yona Helaoua, France 24, 26 septembre 2016

DOCUMENT F - Black Lives Matter

<https://www.youtube.com/watch?v=QCLjCg4D-FQ>

1. Watch the video and take notes
2. Pick out words to describe the movement.
3. Pick out names and explain them.
4. Find actions members of the movement do. Why was its name controversial?
5. Recap about the movement. Why is it important?

💡 "Protests and demonstrations are the most effective way to fight racial injustice." Discuss this statement in 250 words.

TOOLBOX

March = marche	To raise awareness = sensibiliser	Inequality = inégalité
Rally = rassemblement	Effective = efficace	Peaceful = pacifique
Activism = activism	To challenge = contester / remettre en question	
To spark = déclencher	To address = aborder / traiter	
To draw attention to = attirer l'attention sur		
To give a voice to = donner une voix à		
To put pressure on = faire pression sur	To bring about = provoquer / entraîner	

Curiosity didn't kill the cat 🐱 Taking the knee

Taking the knee has spread across the sporting world as a **statement against racism**.

American footballer **Colin Kaepernick** took the knee during the national anthem before a match in 2016. He said he could not stand to show pride in the flag of a country that **oppressed** black people. The anti-racist statement has since become **a prominent symbol** in sport and during protests.

It has also been a feature of **Black Lives Matter protests**, including those following the murder of George Floyd.

DOCUMENT G - The Hate U Give

The Hate U Give is a powerful young adult novel by Angie Thomas, published in 2017. The story follows Starr Carter, a sixteen-year-old Black girl who lives in a poor neighborhood but attends a prestigious, predominantly white prep school. One traumatic night changes everything, when she witnesses the fatal shooting of her unarmed childhood best friend, Khalil, by a police officer. The novel explores themes of police brutality, systemic racism, code-switching, activism, and finding one's voice in the face of oppression.

I stop. Light from the kitchen stretches into the hallway.

“We have to investigate, Lisa,” says a second voice. Uncle Carlos, Momma’s older brother. “We want

the truth as much as anyone.”

“You mean y’all wanna justify what that pig did,” Daddy says. “Investigate my ass.”

“Maverick, don’t make this something it’s not,” Uncle Carlos says.

“A sixteen-year-old black boy is dead because a white cop killed him. What else could it be?”

“Shhh!” Momma hisses. “Keep it down. Starr had the hardest time falling asleep.”

Uncle Carlos says something, but it’s too low for me to hear. I inch closer.

“This isn’t about black or white,” he says.

“Bullshit,” says Daddy. “If this was out in Riverton Hills and his name was Richie, we wouldn’t be having this conversation.”

“I heard he was a drug dealer,” says Uncle Carlos.

“And that makes it okay?” Daddy asks.

“I didn’t say it did, but it could explain Brian’s decision if he felt threatened.”

A “no” lodges in my throat, aching to be yelled out. Khalil wasn’t a threat that night.

And what made the cop think he was a drug dealer?

Wait. Brian. That’s One-Fifteen’s name?

“Oh, so you know him,” Daddy mocks. “I ain’t surprised.”

“He’s a colleague, yes and a good guy, believe it or not. I’m sure this is hard on him. Who knows what he was thinking at the time?”

“You said it yourself, he thought Khalil was a drug dealer,” Daddy says. “A thug. Why he assumed that though? What? By looking at Khalil? Explain that, Detective.”

Silence.

“Why was she even in the car with a drug dealer?” Uncle Carlos asks. “Lisa, I keep telling you, you need to move her and Sekani out of this neighborhood. It’s poisonous.”

- 1) Read and pick out names.
 - 2) Draw a diagram to show the links between the different characters.
 - 3) Pick out key elements from their conversation.
 - 4) What does the conversation reveal about the impact of systemic racism and prejudice on the community?
- 💡 Imagine you are Starr, the main character. Write notes to convince your parents either to stay in Garden Heights OR to move to a different neighborhood. Choose a side and give 3 arguments supporting your position

TOOLBOX

Safety = sécurité

Loyalty = loyauté

Opportunity = opportunité

Belonging = appartenance

To belong = appartenir

Change = changement

Roots = racines

To deserve = mériter

I'm tired of

We need to fight for.....

Move = déménager

firstly/secondly/finally

neighborhood = quartier

threat = menace

fear = peur

hope = espoir

code-switching = adaptation de langage/comportement

To betray = trahir

To stay = rester

To struggle = lutter

To make a difference = faire changer les choses

III. Current Challenges and Debates

DOCUMENT H - Affirmative action policies to increase diversity are successful, but controversial, around the world

The Conversation, January 29, 2024

<https://theconversation.com/affirmative-action-policies-to-increase-diversity-are-successful-but-controversial-around-the-world-213941>

In a **landmark** judgment in June 2023, the US supreme court ruled against the use of race-conscious admissions in colleges and universities. This decision marked a controversial end to affirmative action in US higher education admissions.

Race-conscious admissions policies at American universities have a history that goes back to the 1960s civil rights movement. These policies aimed to increase the number of students from underrepresented groups and build more racially diverse student populations. Writing for the supreme court majority opinion, Chief Justice John Roberts wrote that many universities have “concluded, wrongly, that the **touchstone** of an individual’s identity is not challenges bested, skills built, or lessons learned but the color of their skin”.

Affirmative action is a relatively recent tool for most countries, with policies **gaining momentum** from the 1990s onwards, particularly in politics. This was followed by public sector employment and education in the 2000s, and later by private sector employment in the 2010s.

In Europe, “positive action” is a more common term than affirmative action. In some contexts, “positive discrimination” is understood as a synonym for both.

In some countries, there is a sharp distinction between terms. In Great Britain, employers are allowed to take positive action that may involve “treating one group that shares a protected characteristic more favourably than others”. This may mean providing targeted job training programmes. Positive discrimination, such as hiring a less-qualified candidate because she is from an **underrepresented** group, is prohibited under the Equality Act.

India is known as the first country to adopt affirmative action policies. The heart of Indian affirmative action lies in the reservation system. This system “reserves” **spots** in government employment, governing bodies, and educational admissions for “scheduled castes and tribes” and other marginalised groups. This system has roots in similar practices during the colonial period.

Like affirmative action in the US, India’s reservation system has been subject to intense debate. Members of groups not benefiting from reservations have publicly criticised the ethnic- and class-based quotas. Critics argue that these measures promote **unfair** preferences and reverse discrimination.

But the two countries have taken **starkly** different routes in how they handled this **contentious** issue. In the US, court decisions progressively led to softening or abolishing affirmative action programmes. In India, faced with similar court rulings, a series of constitutional amendments have preserved reservations.

With colleagues, we built a global dataset of affirmative action policies around the world. We also conducted a systematic review of the literature to determine whether they are successful.

We found that 63% of the 194 studies we reviewed concluded that affirmative action programmes indeed served to improve outcomes for ethnic, religious or racial minorities. These measures helped the target groups gain better education and employment **outcomes**, as well as **foster** meaningful political participation.

Nevertheless, as the US and India show, affirmative action is often deeply controversial. **Regardless** of what the research shows about the success of these policies, they are often met with protest and resistance.

- 1) Find the words corresponding to the definitions:
 - a) Encourage the development of
 - b) Not present or shown in sufficient numbers
 - c) an event or discovery marking an important stage or turning point in something
 - d) not based on or behaving according to the principles of equality and justice.

- e) without regard or consideration for
- f) controversial
- g) Pick up speed and strength
- h) Results
- i) Frankly/ clearly
- j) Fundamental feature of
- k) a particular place

- 2) Pick out some key words defining race-conscious policies.
- 3) Find out the different places it was implemented.
- 4) What happened with the Supreme Court? Why?
- 5) Pick out countries and their specificities regarding race-conscious policies.
- 6) What are the consequences of such policies?
- 7) In your opinion, why do some people oppose affirmative action policies?

Curiosity didn't kill the cat 🐱 Algorithmic bias

Algorithmic bias occurs when computer systems and artificial intelligence reflect and amplify the prejudices present in their training data or design. Because algorithms are created by humans and trained on historical data, they can perpetuate existing societal inequalities related to race, gender, and class. Hiring algorithms can discriminate against women or minorities if trained on data from companies with historically biased hiring practices. Even seemingly neutral systems like search engines or social media algorithms can reinforce stereotypes by showing different results or opportunities based on a user's demographic profile. While algorithms appear objective and scientific, they can actually automate and scale discrimination, making bias harder to detect and challenge.

Language:

1. Observez l'énoncé suivant: "This may mean providing targeted job training programmes."
2. Décomposez le groupe verbal.

=> La modalité est l'expression d'un commentaire ou jugement par un énonciateur E (personne qui s'exprime) sur la relation entre le sujet S et le prédicat P (prédicat = verbe + complément). C'est le domaine privilégié de la subjectivité.

3. Complétez le tableau avec les valeurs suivantes: Futur, Volonté // Possibilité faible // Capacité, Permission // Obligation, Forte probabilité // Capacité passée, politesse // Conditionnel, Politesse // Permission, Possibilité, Formuler un vœu // Suggestion, Futur (formel) // Conseil

Auxiliaire modal	Valeurs	Alternative/Synonyme	Exemple
Can		Be able to/may	Affirmative action can help address historical inequalities in university admissions.
Could		Was able to/might	Race-conscious policies could reduce disparities in employment opportunities.
May		Be allowed to	Diversity programs may face legal challenges in some jurisdictions.
Might		Could/may	Critics argue that quotas might create reverse discrimination.
Must		Have to / need to	Universities must consider alternative approaches to achieve diversity after recent court rulings.
Shall		Will / should	Shall we reconsider how diversity goals are implemented in hiring practices?
Should		Ought to / had better	We should examine the long-term effects of race-conscious admissions policies.
Will		Shall / be going to	The Supreme Court will continue to shape affirmative action policies.
Would		Used to / could	Without intervention, racial disparities would persist in education and employment.

EXERCICES - LES MODAUX

A) Complétez les phrases avec le modal approprié :

1. According to the new legislation, companies _____ report their diversity statistics annually. (obligation)
2. Race-blind admissions _____ lead to less diverse student bodies in elite universities. (possibilité)
3. The court ruled that universities _____ use racial quotas in their selection process. (interdiction)
4. Policymakers _____ consider socioeconomic factors instead of race alone. (conseil/recommandation)
5. Despite these programs, achieving true equality _____ take several generations. (prédiction/probabilité)

B) Traduisez les phrases suivantes en anglais :

1. Les politiques de discrimination positive peuvent aider les minorités à accéder à l'enseignement supérieur.
2. Les employeurs devraient promouvoir la diversité sur le lieu de travail.
3. Sans réformes systémiques, les inégalités raciales pourraient persister.
4. Les universités doivent-elles tenir compte de la race dans leurs critères d'admission ?
5. Ces mesures ne pourront pas résoudre le racisme structurel à elles seules.

DOCUMENT I- Trump administration to reinstall Confederate statue toppled in Black Lives Matter protests

The Guardian, August 5, 2025

<https://www.theguardian.com/us-news/2025/aug/05/trump-confederate-statue-albert-pike>

A statue of a general in the Confederate army that **was toppled** and set on fire during social justice protests in 2020 in Washington DC **will be reinstated**, the National Park Service (NPS) has announced.

The bronze statue depicting Albert Pike is being restored, the Park Service said in a statement on Monday, sharing a photo of the statue undergoing cleaning to remove corrosion and paint prior to repairs, with a view to reinstalling it by October.

The restoration **is just the latest action undertaken** by the NPS, faced with unprecedented staff cuts and threats to some \$1bn of its federal funding under the Trump administration, that falls in line with the president's agenda **to sanitize** and rewrite the country's history.

It has come under fire in recent months for removing or editing content **to scrub** references to certain historical narratives, including slavery, stories of women, African Americans and LGBTQ+ individuals. It removed references to transgender people from its Stonewall national monument webpage in February, while pages about Harriet Tubman and a Black Medal of Honor recipient **were restored** after **public backlash**. The agency also faced scrutiny for directing park staff to review gift shop items for content **deemed** "anti-American".

In the wake of the police murder of George Floyd in Minneapolis, antiracism protestors used rope and chains to topple the Pike statue – the only one of a Confederate general in the nation’s capital – and set it ablaze on **Juneteenth**, the day marking the end of slavery in the US, in 2020.

Floyd’s death had sparked a nationwide reckoning with systemic racism which included calls for the removal of monuments to the Confederacy, more than 300 of which were eventually removed across the country.

Trump, then in his first term, quickly tweeted about the toppling: “The DC police are not doing their job as they watched a statue be ripped down and burn. These people should be immediately arrested. A disgrace to our country.” Several days later he reportedly requested that the statue be restored.

This time around the president has tasked the Department of the Interior to look into restoring monuments, memorials and statues that have been removed since 2020, and the Pentagon has restored Confederate names to army bases (something Trump said he “would not even consider” in 2020).

The statue had long been a source of controversy, as have Confederate statues and other markers of the Confederate **legacy** across the US more generally. Many were put up long after the civil war had ended as a way of continuing to intimidate Black Americans and serve as monuments to white supremacy.

Pike was a longtime leader of the **Freemasons**, a centuries-old secretive society, who paid for the statue. His body is interred at the Washington headquarters of the Scottish Rite of Freemasonry, which also contains a small museum in his honor.

The statue, dedicated in 1901, was located in Judiciary Square about half a mile from the US Capitol. It was built at the request of Masons who successfully lobbied Congress to grant them land for the statue as long as Pike would be depicted in civilian – not military – clothing.

Civil rights activists and some local government officials in DC had campaigned for years to get the statue taken down but needed the federal government’s approval to do so. A proposed resolution calling for the removal of the statue referred to Pike as a “chief founder of the post-civil war Ku Klux Klan”. The Klan connection is a frequent accusation from Pike’s critics and one which the Masons dispute.

Since NPS announced its plan to return the Pike statue, Eleanor Holmes Norton, DC’s House delegate, announced plans to reintroduce her bill to remove the statue and donate it to a museum.

“I’ve long believed Confederate statues should be placed in museums as historical artifacts, not remain in parks and locations that imply honor,” she said in a press release. “The decision to honor Albert Pike by reinstalling the Pike statue is as odd and indefensible as it is morally **objectionable**. Pike served dishonorably.”

1. Find the words in the text corresponding to the definitions:
 - a) to consider or judge something in a particular way
 - b) a strong reaction of
 - c) something that is a part of your history or that remains from an earlier time
 - d) to (cause to) lose balance and fall down:
 - e) used to describe people or things that you dislike or oppose because they are so unpleasant or wrong
 - f) a member of a large and old secret society for men in which all the members help each other and use secret signs to communicate with each other
 - g) to clean something by rubbing it hard
 - h) to bury a dead body
 - i) to change something to make it less upsetting or unpleasant and more acceptable
 - j) June 19th, the day when people in some American states celebrate the ending of slavery
2. Pick out key information about Albert Pike.
3. Pick out dates and events corresponding to the dates.
4. Spot 3 historical figures and events and explain them briefly.
5. Were they opposed or in favour of the restoration of the statue? Eleanor Holmes / Trump / NPS / Civil rights activists / Congress / Government Officials in DC / Freemasons
6. Do you think some historical legacies should be removed?

Curiosity didn't kill the cat 🐱 Culture Wars

Culture wars are **intense public debates** and conflicts over social values, beliefs, and identities that **divide** society into opposing groups. These battles often center on issues like race, religion, gender, sexuality, education, and national identity. Different groups clash over **what values should shape**

laws, institutions, and public life, with each side believing their **worldview** represents moral truth or societal progress.

Language:

1. Observez les énoncés soulignés dans le texte. Qu'ont-ils en commun ? Observez leur construction ainsi que leur sens.
2. Complétez le tableau suivant avec les énoncés du texte:

Be au présent + participe passé	
Be au prétérit + participe passé	
Have been + participe passé	
Modal + be + participe passé	

A retenir !

- ★ Le passif se construit avec BE+EN (participe passé). Le complément d'agent (celui qui fait l'action), s'il est exprimé, est introduit par BY. Il sert à mettre en relief l'objet (ou le résultat) de l'action.

Ex: Le dîner a été mangé par le chien

=> The dinner was eaten by the dog.

- ★ Attention aux verbes suivis d'une postposition (phrasal verbs)

Ex: La communauté noire aux Etats-Unis est encore victime de discrimination.

=> The black community in the US is still discriminated against.

- ★ On utilise le passif pour traduire:

- "On" dans certains cas: On a volé le tableau pendant que le musée était ouvert au public =>
The painting was stolen while the museum was open to the public

- Certaines constructions impersonnelles

Il paraît qu'il va y avoir une canicule cet été => It is said that there's going to be a heat wave this summer.

- Certains verbes pronominaux

Ce robot s'utilise très facilement: This robot can be used very easily.

Exercise: Complétez les phrases en mettant le verbe au passif au bon temps.

1. Racial discrimination _____ (forbid) by law in most democratic countries.
2. Many historical monuments _____ (remove) in recent years because of their racist symbolism.
3. The civil rights movement _____ (lead) by Martin Luther King Jr. in the 1960s.
4. Hate speech _____ (must / regulate) on social media platforms.
5. Minorities _____ (often / marginalize) in mainstream media representation.
6. Critical Race Theory _____ (ban) in some American schools last year.
7. Systemic racism _____ (discuss) more openly since the Black Lives Matter movement.
8. Confederate statues _____ (should / take down) according to many activists.
9. Racial profiling _____ (report) by numerous communities across the country.
10. Cultural appropriation _____ (criticize) when dominant groups exploit minority cultures for profit.

👉 Thème 28 CCIP 2007 LV2

J'ai répondu simplement bonjour, parce que mon nom, il l'avait devant lui, sur mon passeport. Il m'a dit de m'asseoir et il n'y avait pas de chaise, mais ça ne l'avait pas frappé. Il examinait une carte du Maroc dépliée devant lui.

— Bien, d'où êtes-vous exactement ?

Il avait l'air pressé, alors que notre avion partait le lendemain. J'ai regardé à l'envers sur mon passeport le nom de la ville où Place-Vendôme m'avait fait naître.

— Irghiz, j'ai dit.

Il a répondu :

— Je sais, j'ai lu, mais, je n'ai pas trouvé. Où est-ce ?

J'ai compris pourquoi ses yeux étaient rouges en voyant la loupe sur la carte du Maroc. Il avait exploré tous les noms du pays sans succès. J'ai failli lui dire de demander à Place-Vendôme, mais il n'existait plus : [...] je l'avais chassé de ma mémoire. D'ailleurs, c'était sûrement un nom qu'il avait inventé, Irghiz : ça évitait les vérifications à l'état civil.

Didier Van Cauwelaert, *Un aller simple*, Albin Michel, 1994