Seconde

ANGLAIS

CÔTE D'IVOIRE – ÉCOLE NUMÉRIQUE



UNIT 6: **CITIZENSHIP**

Skill: **READING**

Source:

LEAD IN

Answer the questions below

1. *Give two examples of human right violation.*
2. *For you what are the reasons that can lead some people to violate the right of other people?*

LEARNING CONTEXT:

The students of 2nde C 3 of College Saint Joseph Abobo are reading an article about human rights from an American magazine to collect information for a debate during the next meeting of the English club.

LEARNING CONTENT

LANGUAGE FUNCTION	STRUCTURE	VOCABULARY
Expressing conditions	*-If + verb in the simple past ⩾ would + verb* *-If + verb in the past perfect ⩾ would have + past participle*	camp / not respected / combattants /inundation / security / arms / voted

ACTIVITY 1: *Read the text below and find the words whose meanings are given below. Write your answers like in the example.*

Example: 1- reservation

1. camp (**L.1**) : ……..
2. not respected (**L. 3**) : ……..
3. combatants (**L. 5**) : ……..
4. inundation (**L. 6**) : ……..
5. security (**L. 14**) : ……..
6. arms (**L. 16**) : ……..
7. voted (**L. 20**) : ……..
8. committees (**L. 25**) : ……..

The Amerindians' Last Stand

The United States government said that it would help and protect the reservation of Amerindians. It promised them food, materials to build homes, tools to cultivate the land. But the promises were often broken. There was great suffering on the reservations. Epidemic diseases swept through them, killing their people.

In 1890 a religious prophet told the Sioux to dance a special dance called the Ghost Dance. He *told them that if they did so a great miracle would take place. Their dead warriors would come* back to life, the buffalo would return and all the white men would be swept away by a great flood.

The Ghost Dance movement was peaceful. But the dancers' beliefs worried the government. So did the facts that some of them waved rifles above their heads as they danced. It ordered the army to arrest the movement's leaders.

On a cold December day in 1890 a group of 350 Sioux, 120 men and 230 women and children, left their reservation. Led by a chief named Big Foot, they set off to join another group nearby for safety. But a party of soldiers stopped them on the way and marched them to an army post at Wounded Knee Creek.

Next morning the soldiers ordered the Sioux to give up their guns. One young warrior refused. A shot rang out, followed by many more. The soldiers began shooting down the Sioux women and children as well as the men. Within minutes most of the Sioux were dead or badly wounded. Many of the wounded who crawled away died later in a blizzard that swept over the camp.

At the time Americans called what happened at Wounded Knee a battle. Other people since have called it a massacre. But whatever the events at Wounded Knee are called, one thing is certain. For the Sioux they marked the end of all hope of a return to their old way of life.

But the Sioux, like other Amerindians, survived. In 1924 Congress passed the Indian Citizenship Act. This recognized Amerindians as full citizens of the United States and gave them the right to vote. In 1934, the Indian Reorganization Act encouraged them to set up their own councils to run the affairs of their reservations.

In spite of such improvements, Amerindians remained far behind most other Americans in health, wealth, and education.

Extracted from "The Amerindians' Last Stand" in "An illustrated History of the USA, by Bryn O'Callaghan, PP 67 to 69

ACTIVITY 2: *Join each word or expression from column A with the appropriate ending in column B to obtain a meaningful sentence.*

Example: 1.e

COLUMN A	COLUMN B
1. if all the States respected humans rights, 2. If the citizens knew their rights, 3. If we had attended the conference on human rights, 4. If the citizens performed their duties, 5. If the congress had passed the law in favor of Amerindians earlier,	a. they would have reached a higher level of development. b. the governments would provide more protection to them. c. they would claim them from their leaders. d. we would have received more information. e. Their citizens would live better.

ACTIVITY 3: *Read the text again and write short answers to the following questions* (*2-3 lines*)

1. In which country is the situation of the Amerindians described in this text taking place? Justify your answer.
2. What were the impacts of the broken promises of the government on the Amerindians?
3. Why did the Amerindians accept to dance the Ghost dance?
4. How did the government react to the popularity of the Ghost dance in the Amerindian community?
5. What is the link between the Sioux and the Amerindians?
6. Say why 1924 represent an important date for the Amerindians.

ACTIVITY 4: COMMUNICATION

After reading about the situation of the Amerindians, you decide to share the story of some African minorities with your American Facebook friend through an audio recording because of the time difference. In your recording,

- Give the name (or names) of the minority (minorities) you are going to talk about.
- Say where it is (they are) from.
- Mention the difficulties it (they) suffered from.
- Specify how it (they) obtained the recognition of their rights.

HOMEWORK

https://en.islcollective.com/english-esl-worksheets/grammar/nouns/vocabulary-activity-human-rights/71608

https://en.islcollective.com/english-esl-worksheets/vocabulary/human-rights-and-discrimination/man-dream/24600