

TRAINING!

BAC BLANC

ANGLAIS

**TERMINALE
TECHNOLOGIQUE**



ANGLAIS – ÉVALUATION 3

Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur l'**axe 8** du programme : **Territoire et mémoire**.

Il s'organise en trois parties :

- 1. Compréhension de l'oral**
- 2. Compréhension de l'écrit**
- 3. Expression écrite**

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, ni citer votre nom, celui d'un camarade ou celui de votre établissement.

Vous disposez tout d'abord de **cinq minutes** pour prendre connaissance de **la composition** de l'ensemble du dossier et des **consignes** qui vous sont données.

Vous allez entendre trois fois le document de la partie 1 (compréhension de l'oral).

Les écoutes seront espacées d'une minute.

Vous pouvez prendre des notes pendant les écoutes.

À l'issue de la troisième écoute, vous organiserez votre temps (**1h30**) comme vous le souhaitez pour rendre compte **en français** du document oral et pour traiter **en anglais** la compréhension de l'écrit (partie 2) et le sujet d'expression écrite (partie 3).

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|--|---|--|---|--|--|---|--|--|--|--|--------------------|--|--|--|--|--|--|--|--|--|
| Modèle CCYC : ©DNE | | | | | | | | | | | | | | | | | | | | |
| Nom de famille (naissance) : <small>(Suivi s'il y a lieu, du nom d'usage)</small> | | | | | | | | | | | | | | | | | | | | |
| Prénom(s) : | | | | | | | | | | | | | | | | | | | | |
| N° candidat : | | | | | | | | | | | N° d'inscription : | | | | | | | | | |
|  <small>Liberté • Égalité • Fraternité RÉPUBLIQUE FRANÇAISE</small> | <small>(Les numéros figurent sur la convocation.)</small> | | | | | | | | | | | | | | | | | | | |
| Né(e) le : | | | / | | | / | | | | | | | | | | | | | | |

1.1

Documents

Document vidéo

Titre : Slave trader's statue in Britain replaced by Black Lives Matter protester

Source : *Global News*, July 15, 2020

Texte

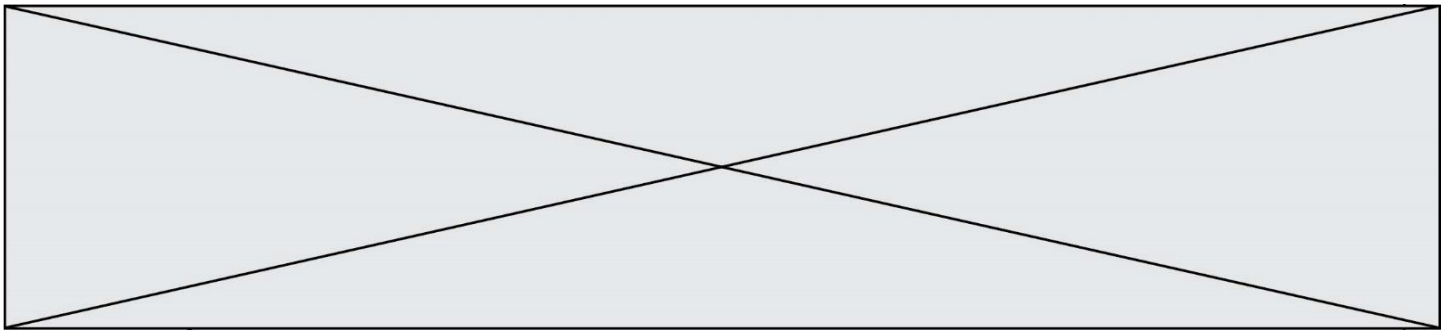
Removing statues is not erasing history

A historian's perspective? None of our scholarship requires monuments.

Perched above the Mississippi near the elegant mansions of Summit Ave in St. Paul stands a statue commemorating the Revolutionary War figure Nathan Hale. A 1907 inscription provides Hale's famous last words about having "but one life to lose for my country." The statue is tidy, surrounded by flowers and hedges, but last Sunday afternoon visitors to the park focused on yoga, dog-walking and napping in the sun, not Hale. Volunteers from the Daughters of the American Revolution maintain the statue, but during my visit it attracted little notice, and a few of the neighbors that I chatted with did not even know who or what it was. Nathan Hale enjoys a monument, but is largely ignored.

The same day, almost 4,000 miles away, another statue of another subject of the 18th-century British Empire was not so neglected. In the English city of Bristol, a statue of Edward Colston, who made an enormous fortune investing in the trans-Atlantic slave trade, was dumped into the harbor by protesters. At his death in 1721, Colston bequeathed over 70,000 pounds to Bristol at a time when 10 pounds was an annual living wage. He had long been celebrated for such philanthropy, but in recent years the violent basis of his wealth attracted new attention. In 2018, Bristol's member of Parliament said "having statues of people who oppressed us is not a good thing." Removing his statue, she added, was "an opportunity for us as a city to talk about that history."

The vigorous public conversation about Colston (whose statue is removed), and the lack of current interest in Hale (whose statue stands) suggests a gap between public monuments and historical memory. As protesters and public officials remove statues and



25 memorials to conquerors, oppressors, enslavers and murderers, people like King Leopold II of Belgium¹, Cecil Rhodes², Robert E. Lee³ and, perhaps above all, Christopher Columbus, it is sometimes complained that such acts erase history. Vice President Mike Pence made exactly that argument in 2017 as he explained why he opposed removing statues of Confederate leaders.

30 But historians almost universally reject such arguments. This is because we know that knowledge of the past comes from the archive, documents and objects preserved in libraries or museums. We scour these records in order to produce scholarship for experts, in the form of academic books and peer-reviewed articles, and for the public, in the form of podcasts, blogs and op-eds. We teach what we've learned to students, whose questions prompt us to return to the archive and revise what we know.

35 None of this requires statues. Indeed, the process of removing monuments and renaming streets, squares and even cities themselves has always resulted from remembering the past. For Minnesotans, such history should raise the possibility that we, too, can rename our spaces and remove our monuments if they no longer reflect who we want to be. This can be a process of thinking through our own past, asking new questions and searching for new stories [...]. But when AIM⁴ activists demand real scrutiny of Columbus' life and legacy, or when local students decide that their schools can be named for people better than Alexander Ramsey or Patrick Henry, this is not erasing history, but
40 rather facing up to it with honesty and bravery.

William M. Cavert, *Star Tribune*, June 12, 2020

William M. Cavert is an associate professor of history at the University of St. Thomas, St. Paul, Minnesota.

¹ Leopold II of Belgium was the ruler of The Congo Free State from 1885 to 1908.

² Cecil Rhodes (1853-1902) was Prime Minister of the Cape Town Colony in South Africa and an ardent believer of white supremacy.

³ Robert E. Lee (1807-1870) was the pro-slavery commander of the Confederate army during the American Civil War.

⁴ AIM: the American Indian Movement

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(Les numéros figurent sur la convocation.)

Né(e) le : / /



RÉPUBLIQUE FRANÇAISE

1.1

1. Compréhension de l'oral (10 points)

En rendant compte, **en français**, du document, vous montrerez que vous avez identifié et compris :

- la nature et le thème principal du document;
- la situation, les événements, les informations;
- les personnes (ou personnages), leur fonction ou leur rôle et, le cas échéant, leurs points de vue et la tonalité (comique, ironique, lyrique, polémique, etc.) de leurs propos,
- les éventuels éléments implicites ;
- le but, la fonction du document (relater, informer, convaincre, critiquer, dénoncer, divertir, etc.).

2. Compréhension de l'écrit (10 points)

Give an account of the text, **in English** and in your own words.

3. Expression écrite (10 points)

Vous traiterez, **en anglais** et en **120 mots** au moins, l'un des deux sujets suivants, au choix.

Sujet A

It has been decided that your school would be given a new name. You are part of the project. What name or type of name would you choose? Explain the reasons for your choice.

Sujet B

Do you agree that "renam[ing] our spaces and remov[ing] our monuments if they no longer reflect who we want to be [...] is not erasing history, but rather facing up to it with honesty and bravery"?