

## WHEN SPORTSPEOPLE TAKE A STAND

Par Aline Foltz, lycée Léonard de Vinci, Levallois-Perret

### Séance 4 : à distance, asynchrone, travail collaboratif

**Activités principales** : compréhension de l'écrit et expression écrite



**Document support** : extrait d'un article du *New York Times* datant d'août 2020 'With Walkouts, a New High Bar for Protests in Sports Is Set' :

<https://www.nytimes.com/2020/08/27/sports/basketball/kenosha-nba-protests-players-boycott.html>

L'extrait est découpé en trois parties. Sélectionner les parties du texte suivantes :

- Partie 1 : du début à "... what it means to be a patriot."
- Partie 2 : de "We are scared as Black people..." à "... deserve to be shot." + "At the very same time..." à "... Two Americas."
- Partie 3 : "Sports have long been..." à "... an entire season." + la dernière phrase "But the silence will speak to us all."

**Tâche intermédiaire** : Expression orale en continu - *You are an NBA athlete who is involved in the movement. Record an Instagram story to explain your actions.*

### **Mise en œuvre :**

1. L'enseignant forme des groupes de 3 ou 4 élèves. Chaque groupe travaille sur une partie de l'article (en fonction de la taille du groupe classe, deux groupes pourront éventuellement travailler sur la même partie). Envoyer l'article entier (en précisant les parties) et la fiche de travail correspondante aux élèves.

2. Les élèves font le travail de compréhension de l'écrit à distance, via un padlet collaboratif (sur l'ENT ou via un autre outil tel que Padlet). L'enseignant ainsi que tous les élèves pourront ainsi avoir accès à l'ensemble des informations relatives au texte.
3. Chaque élève va lire l'ensemble des informations sur le pad, afin de réaliser la tâche intermédiaire. Les élèves pourront envoyer leur vidéo sur l'ENT.

**WORKSHEET – ARTICLE *The New York Times***

**Read the part of the text you have been given by your teacher and fill in the worksheet. You can use the pad to exchange information with the other members of your group.**

**Then write a short summary on the pad to explain to your classmates the content of your part.**

---

**Group 1**

1. Find the three sentences containing the word “silence”.
2. The “silence”: Find the 4 sports mentioned explicitly. For each, find in the text what happened.  
What is a “walkout”? Look at the construction of the word to make a hypothesis.
3. The “message”: Look at the sentences starting with “No more”.  
Research two or three of the people mentioned and draw a conclusion: who are they?  
Rephrase in your own words the athletes’ message.
4. “Two Americas”:

Complete the following grid with information from the text:

	America 1	America 2
Who?	The athletes	
Different views on:		

---

**Your task:** *You are an NBA athlete who participates to the movement. Record an Instagram story to explain your actions.*

**Read the information about the protest centralized on the pad then record your Instagram story. Post it on the pad or send it via the ENT.**

**WORKSHEET – ARTICLE *The New York Times***

Read the part of the text you have been given by your teacher and fill in the worksheet. You can use the pad to exchange information with the other members of your group.

Then write a short summary on the pad to explain to your classmates the content of your part.

---

**Group 2**

1. Pick out the 2 men quoted in this part.

Who are they (job, race)?

2. Explain what they are afraid of.

3. “Two visions. Two Americas.”

Pick out information to fill in the grid below.

	America 1	America 2
Represented by:		
Adjectives defining them:		

---

**Your task:** You are an NBA athlete who participates to the movement. Record an Instagram story to explain your actions.

Read the information about the protest centralized on the pad then record your Instagram story. Post it on the pad or send it via the ENT.

**WORKSHEET – ARTICLE *The New York Times***

Read the part of the text you have been given by your teacher and fill in the worksheet. You can use the pad to exchange information with the other members of your group.

Then write a short summary on the pad to explain to your classmates the content of your part.

---

**Group 3**

1. Pick out the 6 names of athletes mentioned and associate them to their action and their reason for fighting on the grid below:

Athlete(s)	Action?	Fighting for or against?

2. Draw a conclusion that rephrases the first sentence: “Sports have long been a platform capable of providing shocks to the status quo.”
  3. In paragraph 3, pick out the 3 expressions describing the current protest. Rephrase the situation in your own words.
  4. Pick out the sentences in the future. How may the movement continue?
- 

**Your task:** You are an NBA athlete who participates to the movement. Record an Instagram story to explain your actions.

Read the information about the protest centralized on the pad then record your Instagram story. Post it on the pad or send it via the ENT.