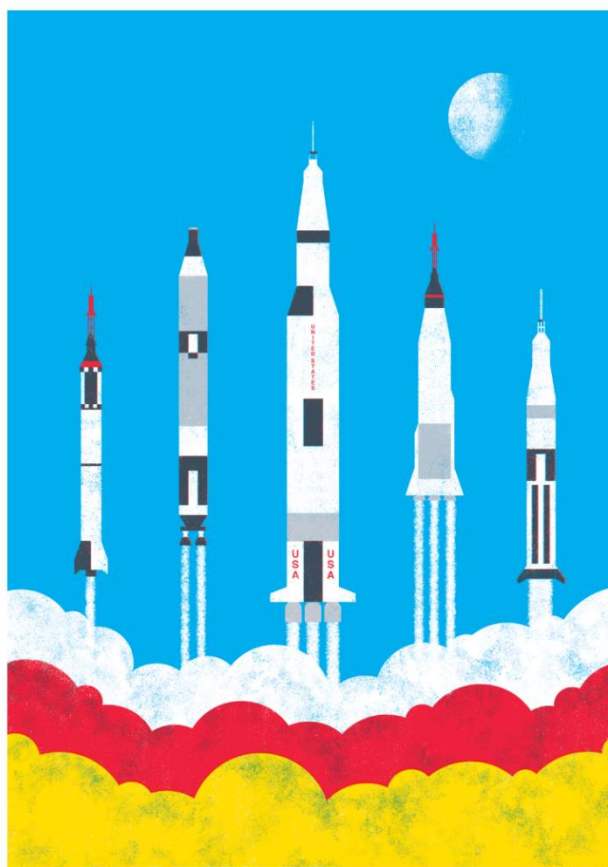


WE CHOOSE TO GO TO THE MOON!



How has space conquest been much more than an epic journey in American history?

Objectif final : être capable de structurer un discours à l'écrit et d'en proposer une lecture convaincante devant un auditoire.

CECRL Monologue suivi. C1 ⇒ Peut faire une **présentation ou une description d'un sujet complexe en intégrant des arguments secondaires** et en développant des points particuliers pour parvenir à une **conclusion appropriée**. B2 ⇒ Peut faire une **description claire et détaillée** d'une gamme étendue de sujets en relation avec son domaine d'intérêt.

Intermediate task: PEI In groups, write a short address for the President. Include notes and comments. CECRL p. 68

Final task: EE + PO In May 2020, NASA Administrator Jim Bridenstine wrote: "We're going back to the Moon, and beyond": deliver a speech to introduce NASA's next plan to return humans to the Moon... and beyond.

Vocabulary:

- Talking about space
- Talking about ambition, success, achievement

Grammar & Pronunciation skills:

- Forming questions
- Providing meaning through emphasis: stressing meaningful words in a sentence.

CECRL Correction grammaticale

C1 ⇒ Peut maintenir constamment un haut degré de correction grammaticale; les erreurs sont rares et difficiles à repérer.

B2 ⇒ A un bon contrôle grammatical ; des bévues occasionnelles, des erreurs non systématiques et de petites fautes syntaxiques peuvent encore se produire mais elles sont rares et peuvent souvent être corrigées rétrospectivement.

A un assez bon contrôle grammatical. Ne fait pas de fautes conduisant à des malentendus.

- **Pré-séance:** Famous speeches (repères culturels du monde Anglophone + posture de l'orateur).
- **Séances 1 & 2**

SUPPORT	Rhetorical triangle, persuasion techniques + <i>Astronaut on the moon</i> photo https://www.9news.com.au/national/moon-landings-astronauts-michael-collins-apollo-11-mars-60-minutes/c7ed8071-4a97-4d69-8453-06bcb5bd064c + a genuine picture: <i>Buzz Aldrin salutes the US flag</i> https://en.wikipedia.org/wiki/Moon_landing#/media/File:Buzz_salutes_the_U.S._Flag.jpg , Bradbury's selection of short stories from <i>The Martian Chronicles</i> + illustration + Course hero infographic https://www.coursehero.com/lit/The-Martian-Chronicles/infographic/
OBJ. CULT	Introduction to Space conquest.
OBJ. LING	EO-IO, CE
DEM. PEDA/ ACT DE L'ELEVE	<p>⇒ Recap what made the speeches powerful – or lacking – in your opinion: first discuss it in groups (3-4). Then share your views with the class. Identify what the words may stand for in Aristotle's rhetorical triangle: Logos, Ethos, Pathos. Give an example from the famous speeches we have studied for each word.</p> <p>⇒ Look at the picture <i>Astronaut on the moon</i> and react: brainstorming, vocabulary. After a while, ask the pupils whether they think the picture is genuine. Then show them <i>Buzz Aldrin salutes the US flag</i>. Let them react or ask them why the first picture has been modified in their opinion (they may need some time to think about this and discuss this with their mate first).</p> <p>⇒ Have you ever wished you could travel in space? Why/why not? = make 2 groups and have them make their point + discuss their view.</p> <p>⇒ Look at this illustration for <i>The Martian Chronicles</i>: make guesses at the type of stories you will be reading (genre, themes, message...).</p> <p>⇒ <i>The Martian Chronicles: The Taxpayer, And the Moon be still as Bright, The Locusts, The Naming of Names, Usher II, The Million-Year Picnic</i>. Read the excerpt or whole short story and then discuss it with your group. How is space travel and/or life on Mars depicted? What is the atmosphere conveyed in your extract? Support your answer by quoting from the text and identifying lexical fields. Together, imagine what could happen to the character(s) next. Take notes as you go along as a team!</p> <p>⇒ IO: Using your notes from your team work, be ready to sum up your excerpt or short story orally to the rest of the class and to explain Bradbury's vision: is it dream-like or nightmarish in your opinion? What do you think could happen next?</p>
HW	<p>Read the Course Hero infographic and locate your excerpt/short story on the timeline. Also read the paragraph about the Cold War. If you are unfamiliar with this period, check this webpage: http://www.american-historama.org/1945-1989-cold-war-era/the-cold-war.htm and/or watch this short video: https://www.youtube.com/watch?v=rB1Y4Lu1rZs</p> <p>Culture flash: Find out about Manifest Destiny and Westward Expansion in this (non-neutral) video: https://www.youtube.com/watch?v=C5SWDeIgNpE Be ready to recap the main ideas.</p>

• Séance 3

SUPPORT	<i>The Martian Chronicles</i> + Course Hero infographic, JFK's moon speech https://www.youtube.com/watch?v=kwFvJog2dMw
OBJ. CULT	The Cold War + the space race. Using the rhetorical triangle: logos, ethos, pathos.
OBJ. LING	EO-IO, CO, CE. GRAM: forming questions + VOC: achievement + stressing key words. EE.
DEM. PEDA/ ACT DE L'ELEVE	<p>⇒ Recap what the Cold War was = "a war of words" USA vs USSR, 1945-1991, the "iron curtain" from Churchill's 1946 speech in Missouri (<i>From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the Continent</i>), nuclear race + space race</p> <p>⇒ Recap what you have understood of Manifest Destiny and Westward Expansion. Make a guess: why is that linked to space conquest and the space race from an American point of view?</p> <p>⇒ Watch an extract of JFK's 1962 speech at Rice Stadium, Houston: <i>We Choose to go to the Moon!</i> Half the group should be taking notes without watching and focus on the President's tone, and the audience's response. The rest should watch the video and focus on the President's posture. Then both groups react and share information. GRAM focus: forming questions: find others JFK could have asked.</p> <p>⇒ Speech script excerpt: use the <i>Rhetorical triangle</i> to identify the persuasion techniques used.</p>
HW	<p><i>Be ready to recap orally what the Cold War was about (= learn what we have seen in class). Select one sentence that you deem particularly powerful in JFK's speech. Copy it down in your notebook and be ready to explain your choice to your mates.</i></p> <p><i>Watch this video promoting Elon Musk's SpaceX project. Why has JFK's speech been used in your opinion?</i> https://www.youtube.com/watch?v=QlNR9KCKUQo</p>

• Séance 4

SUPPORT	NASA's video <i>Apollo 11 One small step on the Moon for all Mankind</i> https://www.youtube.com/watch?v=w4wx_3XOrns&t=2s
OBJ. CULT	The impact of the 1969 moon landing.
OBJ. LING	POC, CO, POI. CE+ EE.
DEM. PEDA/ ACT DE L'ELEVE	<p>⇒ Recap what you know about The Cold War (assessed for a couple of students).</p> <p>⇒ Share your choice of an inspiring sentence with your mate. Discuss both your choices.</p> <p>⇒ Say why JFK's speech been used as the soundtrack for the SpaceX video in your opinion. What does it show about the original speech?</p> <p>⇒ Watch the video three times. Take notes, share them with your mates. Recap.</p> <p>⇒ In pairs, select powerful statements showing that space conquest been much more than an epic journey in American history. Discuss why these statements are relevant within this chapter. Suggestions for those who cannot select a statement: "<i>every country regardless of their internal politics they all said we did it, we humans...</i>", "<i>before July 20th 1969 humans only had experience on one planetary body, from that moment on we were at least in some measure a multiplanetary species</i>"</p>
HW	<i>Do you feel like mankind is a multiplanetary species? Argue in at least 5 lines.</i>

	Find information about Mae Jemison: Mae Jemison biography (Quick facts timeline + video: https://www.youtube.com/watch?v=rWxGAogqr4M). Say how the presenter feels about Jemison and support your answer by picking relevant vocabulary/phrases. Take notes and be ready to recap and react to her story orally.
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• **Séance 5 – Intermediate task**

SUPPORT	Mae Jemison: <i>Live deeply and look up</i> speech (25 th anniversary of her mission on Endeavour) https://www.youtube.com/watch?v=OameT9xnTvI , Picture speech editing. Fiche méthode: <i>Ecrire un discours SB + How to write a great speech tips</i> .
OBJ. CULT	The first African American woman in space.
OBJ. LING	EO, CO, POI + PEI. VOC: achievement, success, ambition. CE + EE
DEM. PEDA/ ACT DE L'ELEVE	⇒ Do you feel like mankind is a multiplanetary species? Argue. ⇒ Recap what you know about Mae Jemison and react. ⇒ Watch Jemison's speech <i>Live deeply and look up</i> at the California Science Center. 1 st time focus on her posture and her tone. Then take notes. Recap. Repetition of "look up" both the name of the event and an incentive. ⇒ a) The US government is launching a competition for young writers: in small groups, you must write a 150-word speech for the president's next State of NASA address. Express a sense of purpose (include achievement/success vocabulary). b) Prepare notes/comments to explain your ideas and intentions (see picture: Speech editing). Highlight key words and practise saying/stressing them together. Help one another making your message clear and convincing.
HW	<i>Practise presenting your speech for the President orally (key ideas, key words, emphasis).</i> <i>Read this short article by Jim Bridenstine, https://eu.freep.com/story/opinion/todaysdebate/2020/05/26/nasa-going-back-moon-and-beyond-editorials-debates/5259920002/ and sum it up in your own words + express your point of view about this (≈ 5-10 lines).</i>

• Séance 6

SUPPORT	Jim Bridenstine's State of NASA address Feb. 10, 2020 https://www.youtube.com/watch?v=S7TrnpELPXw
OBJ. CULT	American space policy today.
OBJ. LING	POC, CO, EE.
DEM. PEDA/ ACT DE L'ELEVE	<p>⇒ Make a lively presentation of your team work (speech). Interact with your mates to discuss what ideas are best and should be kept for the President's Address.</p> <p>⇒ Sum up Bridenstine's idea in his article <i>We're going back to the moon, and beyond</i>.</p> <p>⇒ Watch Bridenstine's State of NASA address at Stennis Space Center in Mississippi, focus on his tone and posture. Then take notes. Then compare his style in terms of rhetorical devices and posture with: Team A) Kennedy's, Team B) Mae Jemison's, Teams A & B) the draft you prepared last time! Recap.</p> <p>⇒ Do you Dream of Terra-Two? Six teenagers will be selected by ESA and specially trained to take a one-way trip to Terra-Two, a planet orbiting a faraway star. The trip will take 20 years. Are you in? Your school is organizing a session for all students to apply. Write your cover letter – or a letter to decline the offer – making references to the history of space-race. Then swap your letters with your mate(s).</p>
HW	<i>Read the assessment grid for your final task. Write a draft for your speech including your ideas + what feelings you want to express.</i>

• Séance 7: final task Part 1

Final task Part 1

WE CHOOSE TO GO TO THE MOON

In May 2020, NASA Administrator Jim Bridenstine wrote: "We're going back to the Moon, and beyond": write a speech to comment on NASA's next plan to return humans to the Moon... and beyond. Express your opinion about this plan and find arguments to convince your audience.



Part 1: the script for your speech.

<p>- I have written a well-structured speech to introduce NASA's plan and I have carefully articulated my arguments. 0 – 0.5 – 1 – 1.5 – 2 – 2.5 – 3</p> <p>- I have included a few stylistic devices and rhetorical techniques (Aristotle's rhetorical triangle) to sound convincing whatever my opinion is. 0 – 0.5 – 1 – 1.5 – 2</p> <p>- I have used relevant vocabulary and cultural references in keeping with the subject (space conquest in American History, ambition/achievement) 0 – 0.5 – 1 – 1.5 – 2 – 2.5 – 3 – 3.5 – 4</p> <p>- I have clearly indicated what <u>keywords will be emphasized</u> and where I will pause //when I deliver the speech, and my choices are pertinent. 0 – 0.5 – 1 – 1.5 – 2</p>
<p>My grammar is globally correct (right tenses, syntax, questions...).</p> <p>1) A2-B1 ⇒ 0 – 0.5 – 1 – 1.5 – 2 – 2.5 2) B1+-B2-C1 ⇒ 3 – 3.5 – 4 – 4.5 – 5</p>
Mark: /16 Comment:

- **Séance 8:** final task Part 1 ⇒ correct your mistakes

HW ⇒ *Be ready to deliver your speech.*

- **Séance 9:**

Pendant que chaque élève interprète son discours, la classe est répartie comme suit :

- ¼ des élèves agissent comme jury (affinités) : clarté, ton convaincant, posture (+/-)
- ¾ des élèves travaillent sur un dossier de synthèse type bac.

Final task Part 2

Part 2: *Correct the mistakes in your script, then **deliver your speech** to comment on NASA's next plan to return humans to the Moon... and beyond.*



- | |
|--|
| - I have tried my best to speak clearly, convincingly and make myself understood in my address (tone – pronunciation – stress – flow). 0 – 0.5 – 1 – 1.5 – 2 – 2.5 – 3 – 3.5 – 4 – 4.5 – 5
- My posture is consistent with my message. 0 – 0.5 – 1
- I have improved my English by correcting my mistakes in the script (see Part 1) 0 – 0.5 – 1 – 1.5 – 2 |
|--|

Mark: /8 Comment:

HW ⇒ *Prepare the first part for your portfolio: gather at least 1-2 fictional excerpts, 1 non-fictional text (ex: article, speech...), 1 work of art. Include both texts/works we have studied in class and documents you have found yourself.*

- **Séance 10:** recap what the students did successfully and what needs improving + recap mock exam subject + 20mn: translation exercise.