





Modèle CCYC : ©DNE

Nom de famille (naissance) :

(Suivi s'il y a lieu, du nom d'usage)

Prénom(s) :

N° candidat :  N° d'inscription :

(Les numéros figurent sur la convocation.)

Né(e) le :  /  /



1.1

## Texte

### Reconsidering the Past

5 The boiling anger that exploded in the days after George Floyd gasped his final breaths is now fueling a national movement to topple perceived symbols of racism and oppression in the United States, as protests over police brutality against African-Americans expand to include demands for a more honest accounting of American history.

In Portland, Ore., demonstrators protesting police killings turned their ire to Thomas Jefferson, toppling a statue of the founding father who also enslaved more than 600 people.

10 In Richmond, Va., a statue of the Italian navigator and colonizer Christopher Columbus was spray-painted, set on fire and thrown into a lake.

15 Across the country, monuments criticized as symbols of historical oppression have been defaced and brought down. The movement initially set its sights on Confederate symbols and examples of racism against African-Americans, but has since exploded into a broader cultural moment, forcing a reckoning over such issues as European colonization and the oppression of Native Americans.

In New Mexico, it has surfaced generations-old tensions among Indigenous, Hispanic and Anglo residents and brought 400 years of turbulent history bubbling to the surface.

20 “We’re at this inflection point,” said Keegan King, a member of Pueblo of Ácoma, which endured a massacre of 800 or more people directed by Oñate, the brutal Spanish conquistador and colonial governor. The Black Lives Matter movement, he said, had encouraged people to examine the history around them, and not all of it was merely written in books.

“These pieces of systemic racism took the form of monuments and statues and parks,” Mr. King said.

25 The debate over how to represent the uncomfortable parts of American history has been going on for decades, but the traction for knocking down monuments seen in recent days raises new questions about whether it will result in a fundamental shift in how history is taught to new generations.

Sarah Mervosh, *The New York Times*, June 16, 2020

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### 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, taking into consideration the nature of the text, the national movement of protest mentioned, its background, its purpose and the real question it raises according to the journalist.

### 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

In your opinion, is it important and legitimate to reconsider the past? Why or why not?

