

I- The Klux Klux Klan

1) document iconographique déclencheur de parole : la photo du lynchage de Thomas Shipp et Abram Smith (1930).



On projettera d'abord la partie basse du document (en cachant les corps). On demandera aux élèves de situer la scène (pays, date probable) et d'essayer d'imaginer ce que font ces gens, ce qu'ils regardent, ce qu'ils montrent du doigt (*point at*).

On utilisera à bon escient les modaux pour exprimer les hypothèses.

=> It's a crowd. They may be looking at something in the sky (a spaceship ? a UFO ?), they might be pointing at an object. They indifferent. A man is smiling. Something might be happening. They may be in a party. They may be celebrating something.

On dévoilera ensuite la partie haute. C'est une image choquante, on préviendra donc à l'avance les élèves.

On leur demandera de décrire l'image, d'essayer de situer les circonstances du meurtre, du lynchage (lynching, mob killing).

=> On voit le résultat d'une action : some people have lynched two black men.

Phrase que l'on transformera au passif: They have been lynched / they have been killed / they have been hung.

They might have been killed by racist people because they are the only black men in the crowd.

They must have been killed because of their black skin.

It might take place in the 1930s.

Si les élèves ne trouvent pas, on donnera le lieu et la date (Indiana, USA, 1930).

On demandera qui a perpétré ce lynchage et comment ils peuvent relier cette question au film O'Brother. Ils devraient aboutir logiquement au Ku Klux Klan.

Ils essaieront ensuite de définir ce qu'est le Ku Klux Klan (ils pourront se servir de leurs souvenirs du film).

On donne une liste de mots qu'ils doivent utiliser dans leur définition:

Group / racist / created / 1860s / want / white supremacy / white robes and hoods / burning crosses / lynchings / black people / white / 1920's / very influent

=> *the KKK is a racist group which was created in the 1860s and which wanted white supremacy. They used to wear white robes and hoods. They used to burn crosses and lynch black people. They were very influent in the 1920s.*

2) Compréhension écrite : the Ku Klux Klan

Voir fiche pour le texte.

Voir "worksheet" pour les questions de compréhension.

3) Visionnage de la scène de O'Brother

On resitue la scène dans le film.

Description of the characters : dirty. Why? Black faces. -> *they look like black men although they are whites.*

Actions? *What are they doing? Watching the KKK ceremony. What is the KKK doing? Dancing, walking, kind of choreography.*

Effect on the characters? On the spectator? *Fascinated, scared...*

The KKK men are dancing. It looks weird, almost funny. They look like an army.

What are they going to do ? *they're going to murder / kill tommy / hang tommy + they're about to ...*

What is the characters' reaction: they want to save him. They don't want Tommy to be killed. They are going to save him / they are going to try to save him. So they are stealing costumes. They are disguised.

The KKK men are bringing Tommy to the gallows. Tommy's feelings? Scared to death.

The characters are coming (up), they are talking to him.

They are walking in a funny way (because they are not KKK members, they don't know how to do)

➔ *mix of comedy and drama.*

➔

BUT one man recognized the three accomplices (the one-eyed man). His hood is ridiculous / funny. (-> comedy comes into drama again).

He is preventing the three men from saving Tommy.

Some KKK men are removing their hoods. Who is the leader? He's the candidate to the governor post!!! -> le relier à la CE.

Tommy and his friends succeed in escaping. They cut off the burning cross, which is falling on the cyclop.

-> The cross becomes a weapon against the KKK (change of symbol)

Conclusion sur la scène (à distribuer et faire compléter):

In this scene, the Coen Brothers:

- demonstrate the KKK's power

..... (show an impressive ceremony)

.....(use death symbols – the cross, fire, the rope, the gallows).

- make fun of the KKK

..... (introduce comic elements)

..... (make the cross fall on the cyclop)

.....(disrupt the ceremony)

*PRL = en faisant quelque chose = **BY + V-ing.***

II- The song « Man of constant sorrow »

Distribuer la worksheet pour les élèves. On écoute la chanson deux fois et les élèves doivent compléter les lignes.

On répond aux questions ensemble.

APRES LA SEANCE DE CINEMA :

On fera poser les questions entre les élèves (en classe entière puis par deux):

-Did you like the film / did you enjoy the movie ?

-> I liked the movie because it was (funny / entertaining / interesting / ...)

-What did you like the most ?

-> I liked the actors / the music / the story / the jokes ... the most

-What is your favorite scene?

It's the scene when ...