## Civil rights time line

Fill in the time line throughout Unit 6.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1619</td>
<td>First slaves brought to British North America.</td>
</tr>
<tr>
<td>1865</td>
<td>13th Amendment, abolishing slavery, added to the Constitution.</td>
</tr>
<tr>
<td>1954</td>
<td></td>
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<tr>
<td>1955</td>
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<td>1956</td>
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<td>1957</td>
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<tr>
<td>1958</td>
<td></td>
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<tr>
<td>1961</td>
<td>Freedom Rides begin from Washington, D.C. toward the Southern states.</td>
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<tr>
<td>1962</td>
<td>The Supreme Court rules that the segregation of all transportation facilities is unconstitutional.</td>
</tr>
<tr>
<td>1963</td>
<td>Martin Luther King, Jr delivers his <em>I Have a Dream</em> speech to hundreds of thousands of participants at the “March on Washington”.</td>
</tr>
<tr>
<td>1964</td>
<td>Congress passes Civil Rights Act, declaring discrimination based on race illegal.</td>
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<tr>
<td>1966</td>
<td></td>
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<tr>
<td>1968</td>
<td></td>
</tr>
<tr>
<td>1984</td>
<td>Jesse Jackson is the first black candidate for the Democratic presidential nomination.</td>
</tr>
<tr>
<td>2003</td>
<td></td>
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<tr>
<td>2008</td>
<td></td>
</tr>
</tbody>
</table>
News story: the Montgomery Bus Boycott

Newspaper headlines can be difficult to understand, as they are often incomplete sentences (no articles, no prepositions, sometimes no verbs) and include a lot of compound words.

1. Read the following newspaper headlines and highlight the verbs.

- NEGRESS DRAWS FINE SEGREGATION CASE INVOLVING BUS RIDE
  December 5, 1955

- BOMB ROCKS RESIDENCE OF BUS BOYCOTT LEADER
  - None Injured After Bombing Of King’s Home
  January 31, 1956

- SUPREME COURT OUTLAWS BUS SEGREGATION
  November 14, 1956

2. Highlight:

- the subjects of these verbs;
- the main complements.

Don’t forget they may be compound words.

3. Explain each of the headlines in your own words and expand them into a full sentence.

Headline 1: ..............................................................................................................

Headline 2: ..............................................................................................................

Headline 3: ..............................................................................................................

4. Now explain and expand these headlines:

- NEGRO GROUPS READY TO BOYCOTT CITY LINES
  December 4, 1955

- THE MECHANICS OF THE BUS BOYCOTT
  January 10, 1956

Headline 4: ..............................................................................................................

Headline 5: ..............................................................................................................

5. Organize the five headlines above in a chronological way to recount this episode in the struggle for desegregation. The following link words will be useful:

soon – after – later – until – after a while – now – when – then – as – that’s why – since
The battle for school integration

3. b. In the *New York Times* article, pick out references to:

- the crowd;

  - List words referring to “a great number of people”.
  
  - Write down adjectives referring to these people.
  
  - What semantic field do these adjectives belong to?
  
  - Pick out other words belonging to the same semantic field.
  
  - Draw conclusions about the meaning of the following words:
    
    - *mob:*
    
    - *supremacists:*
    
    - *irate:*

- the city authorities;

  - Pay particular attention to what they say and explain their words.

- the white students;

  - Pay particular attention to what they say and explain their words.
• the black students.

- Pick out the two words referring to the black students and identify who uses each word.
  
  Word 1: .......................................................................................................................... 
  Word 2: ............................................................................................................................

- Draw conclusions about the meanings of these two words.

- List the verbal forms used to refer to the black students.

- What conclusions can you draw?

This is what Melba Pattillo Beals, one of the nine black students to integrate Little Rock Central High School, wrote in her diary in 1958.

February 19.

Andy again. He's really beginning to frighten me. As I emerged from the cafeteria today, he walked right up, face to face, stepping on my toes so I couldn’t move for a long moment. He shoved me backward and then held a wrench up to my face. He waved it around and shouted all sorts of threats that he could do a lot of awful things to my face with it. My knees were shaking and I didn’t know what to do. I said “Thank you”. His eyes grew huge. Quicker than the speed of light, I jumped away from him and ran. “Just think all night about what I’m gonna do to you tomorrow,” he shouted after me.
February 20.

I got hit across the back with a tennis racquet. I managed to smile and say “Thank you”. Andy said, “what did you say nigger?” I repeated “Thank you very much”. I spit up blood in the rest room. I felt as though someone had stuck a hot poker* through my back, into my insides. I saw him several times during the afternoon, but I never let him see me cry, and I didn’t report it to anybody.

I think only the warrior exists in me now. Melba went away to hide. She was too frightened to stay here.

Melba Patillo Beals, Warriors don’t cry (1994)

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Fighting back

Four white boys in their early teens, sons of some newly arrived Irish people, occasionally entertained themselves in the afternoon by harassing black schoolchildren. [...] These particular boys caught Nel once, and pushed her from hand to hand until they grew tired of the frightened helpless face. Because of that incident, Nel’s route home from school became elaborate. She, and then Sula, managed to duck them for weeks until a chilly day in November when Sula said, “Let’s us go on home the shortest way.”

Nel blinked, but acquiesced. They walked up the street until they got to the bend of Carpenter’s Road where the boys lounged on a disused well. Spotting their prey, the boys sauntered forward as though there were nothing in the world on their minds but the grey sky. Hardly able to control their grins, they stood like a gate blocking the path. When the girls were three feet in front of the boys, Sula reached into her coat pocket and pulled out Eva’s paring knife. The boys stopped short, exchanged looks and dropped all pretence of innocence. This was going to be better than they thought. They were going to try and fight back, and with a knife. Maybe they could get an arm around one of their waists, or tear...

Sula squatted down in the dirt road and put everything down on the ground: her lunchpail, her reader, her mittens, her slate. Holding the knife in her right hand, she pulled the slate toward her and pressed her left forefinger down hard on its edge. Her aim was determined but inaccurate. She slashed off only the tip of her finger. The four boys stared open-mouthed at the wound and the scrap of flesh, like a button mushroom, curling in the cherry blood that ran into the corners of the slate.

Sula raised her eyes to them. Her voice was quiet. “If I can do that to myself, what you suppose I’ll do to you?”

Toni Morrison, Sula (1973)
2. In groups

a. Discuss what you have understood about the protagonists and the events.

- Focus on names and personal pronouns: identify the persons or characters that are being referred to.

- Pick out verbs linked to these persons or characters.

- Draw conclusions about them: are they victims or attackers?

b. Highlight:
- the victims’ feelings and behaviour;  
- the attackers’ feelings and behaviour.

c. Note down your findings and those of the other group in the grid below.

<table>
<thead>
<tr>
<th>Names of the…</th>
<th>Feelings</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>victims</td>
<td>attackers</td>
<td></td>
</tr>
<tr>
<td>“Thank you”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting back</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On October 16, 2003, Smith and Carlos were on the campus of San Jose State University where a ceremony was held to honor their protest on the medal stand.

“I had truly believed that I would be six feet under before something like this took place. But I had lived long enough to see it, and to be part of it. My alma mater* was welcoming me back. It was embracing me as one of its own, as a part of its history and of its legacy and of its contribution to American society. And it was going to immortalize me with a statue right on the campus grounds I once walked. [...]"

Thirty-five years earlier, I had thought I would never see the city of San Jose, the campus of San Jose State College, my home on the west edge of campus, or my wife and son ever again. On the night of October 16, 1968, I had stood on a platform on the infield of the Olympic Stadium in Mexico City [...] and I knew there were people, a lot of people, who wanted to kill me [...] because I had dared to make my presence - as a black man, as a representative of oppressed people all over America, as a spokesman for the ambitious goals of the Olympic Project for Human Rights known to the world. [...]"

That was my victory stand. Not only because I had won the gold medal in the 200-meter final a half hour earlier, in world-record time. This was my platform, the one I had earned by years of training my body and my mind for the ultimate achievement. The athletic achievement paved a road toward my quest for a social victory, where everyone would be listening to and watching my statement about the conditions in which my people and I were living in the greatest country in the world. I never said a word as the national anthem was playing. My silent gesture was designed to speak volumes. As hard as I had worked to climb the victory stand, I had worked just as hard to earn the platform that the stand provided. For me, and for all of those who had participated in the struggle to bring me there and to put that platform to its best use, this victory stand represented more than just a place to accept a medal. [...] And I lived long enough to step onto campus again, [...] to see and hear San Jose State university honor what we had done [...] Now the school was saying I was, and am, part of it. More specifically the students were saying I was part of it.

I realized that today’s students and I probably had similar thoughts - about society and change and what America really represents and what it ought to represent - but these students likely were thinking of these things because of Carlos and me, because this day was dedicated to us, because we had done what these students ought to be doing today, nearly four decades after we opened the door for them and showed them the way.

Tommie Smith with David Steele, Silent gesture (2007)

* université dont on est issu

3. Highlight:
- Tommie Smith’s double motivation for winning the gold medal in 1968;  
- In paragraph 3 (lines 24 to 48), find two main semantic fields linked with his motives.
• what he thought the consequence of his gesture would be; 

**Help**

- In paragraphs 1 and 2 (lines 1 to 23), underline the modal that is repeated twice and expresses the future in a sentence written in the past tense.

- Focus on the two sentences where you found the modal. What common idea do they express?

- In your own words, write what Tommie Smith thought would happen to him and what actually happened.

- The actual consequences over the years. 

**Help**

- In paragraph 4 (lines 49 to 58), underline what Tommie Smith and Carlos thought and did in 1968.

- Then underline what the students thought and did in 2003.

- Explain the common points and differences between them.

- *Ought to* is repeated twice. If necessary, check its meaning; then conclude by writing what Tommie Smith thought about the students in 2003.
Phrasal verbs

a. Read the sentences in the left-hand column of the table below and make sure you understand them.

b. Which synonym in the right-hand column could replace each of these phrasal verbs? Match the two columns accordingly.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Synonyms for the underlined verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Little Rock Nine showed immense psychological strength. They never broke down.</td>
<td>a. summoned</td>
</tr>
<tr>
<td>2. The marches were non-violent but fringe fights often broke out.</td>
<td>b. stopped</td>
</tr>
<tr>
<td>3. The struggle was so difficult and painful many activists lost hope and gave up.</td>
<td>c. collapsed</td>
</tr>
<tr>
<td>4. The President called in the troops to restore law and order.</td>
<td>d. came</td>
</tr>
<tr>
<td>5. The protest march was called off after the expelled students were reinstated.</td>
<td>e. erupted</td>
</tr>
<tr>
<td>6. The school first turned down the student’s application.</td>
<td>f. cancelled</td>
</tr>
<tr>
<td>7. Many people were surprised the Black students all turned up on the first school day.</td>
<td>g. rejected</td>
</tr>
</tbody>
</table>

c. What characterises the underlined verbs? What is the impact of the particle (down, out, etc.)?

d. In the text below, fill in the blanks with the correct particles.

Use your textbook for help.

1. The desegregation of Little Rock Central High School brought ............... a crisis.
2. The nine black students arrived to enroll at Central but they were turned ............... by the local police.
3. The U.S. President didn’t want school integration to be put ............... , that’s why he sent paratroopers.
4. The girl reached deep into her pocket and pulled ............... a big knife.
5. Sula did not get ............... with the white students. She had very little contact with them.
6. The policeman told the excited girl to calm ............... . He wanted to reduce her to silence.
2 Headline vocabulary

a. Match each of the “headline” words on the left with the word or phrase from the right that most closely corresponds to its meaning.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>allege</td>
<td>quarrel - fight</td>
</tr>
<tr>
<td>back</td>
<td>block</td>
</tr>
<tr>
<td>ban</td>
<td>make an accusation / accuse</td>
</tr>
<tr>
<td>bar</td>
<td>forbid – not allow</td>
</tr>
<tr>
<td>clash</td>
<td>support</td>
</tr>
</tbody>
</table>

b. Read the following headlines about the civil rights movement. Complete them, using the appropriate form of one of the verbs from the left-hand column above.

1. Protesters ................. with police
2. State governor of Arkansas to ................. school integration
3. Civil right activists ................. bus boycott
4. Black students ................. unfair treatment
5. Local authorities ................. freedom marches in Alabama
6. President Eisenhower ................. Little Rock school integration
7. Demonstrations ................. in city centre

c. Pick a topic in the national or international news that interests you and suggest a headline for an article about this topic.

..............................................................................................................
..............................................................................................................

PRONUNCIATION

3 Main stress and secondary stress

Here are some words you have come across in this unit. They all have a main stress and a secondary stress.


a. Listen to them and underline the syllable with the main stress.

b. Listen to them again and circle the secondary stress, using your textbook to help you.

c. Practise pronouncing them.

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UNIT 6 Stand up for your rights

★ GRAMMAR

4 Passive forms

Observe

→ More than 10 million Africans were abducted and sold as slaves between 1620 and 1880.
  Ruthless traders abducted and sold more than 10 million Africans as slaves between 1620 and 1880.
→ Labour was strictly organised on cotton plantations.
  Plantation owners strictly organised labour on cotton plantations.
→ Some slave owners are thought to have been cruel: their slaves are said to have been badly fed and ill-treated.
  People think slave owners were cruel and say their slaves were badly-fed and ill-treated.

Comparez chaque paire de phrases ci-dessus. En quoi sont-elles différentes ? Comparez les sujets grammaticaux. Expliquez pourquoi le passif est employé dans la première phrase de chaque paire.

Practise

a. Rephrase the following sentences changing the subject of the verb.

1. The President says he will enforce the law.
   The President says the law ................................................................. .

2. People consider Obama’s election as a historic victory.
   Obama’s election ............................................................................. .

3. Many people think Rosa Parks was the first black woman to refuse to give up her seat in a segregated bus.
   Rosa Parks ............................................................................................. .

4. The 1964 Civil Rights Act made racial discrimination in public places, such as theatres, restaurants and hotels, illegal.
   Racial discrimination ................................................................................... .

5. The Nobel Committee awarded the Nobel Peace Prize to Martin Luther King for his work to end racial segregation and racial discrimination through non-violent means.
   Martin Luther King ..................................................................................... .

b. Read the following headlines about the Little Rock Crisis, then expand each of them into a full sentence.

1. SUPREMACISTS FEARED TO BE PREVENTING INTEGRATION

2. MAN KILLED IN RALLY

3. SCHOOLS TO BE DESEGREGATED

4. VIOLENT PROTEST: BLACK STUDENTS UNHURT
c. A group of students have written a short text about Martin Luther King Day in the United States. Proofread their text to check the use of passive and active forms. Six mistakes have been made: find them and correct them.

Martin Luther King was one of the most important civil rights activists. He fought against racial segregation in the United States. *I Have A Dream* is still considered his most famous speech. He was believed in non-violent protest and was the youngest man ever to award the Nobel Peace Prize. He assassinated in 1968.

In 1968, shortly after Martin Luther King was killed, a campaign was started: his birthday should become a holiday to honor him. Following support from the musician Stevie Wonder with his single *Happy Birthday* and a petition with six million signatures, the bill was become law in 1983. Martin Luther King Day first celebrated in 1986, although it did not celebrate in all states until 2000. This federal holiday is observed on the third Monday of January each year.

d. Throughout the chapter you have learnt about different people who stood up for their rights. Write a short paragraph (100 words) about one of them, explaining what you think about what he/she did. Check carefully how you use active and passive forms.