

Proposition « fiche gabarit » pour le Groupe ressources en DNL

Titre	The US/Mexican Border: Interface or Territorial Divide?
Niveau	Classes de Terminale
Discipline	Section européenne Histoire-géographie
Langue cible	Anglais
Durée de l'activité	Séquence de 2h00 (2 séances de 1h00)
Références aux programmes	Topic: The USA: a more or less open country in a globalized world (10 – 12h) Case study: The US/Mexican Border: Interface or Territorial Divide? Articulation de la question avec les programmes de Terminale de géographie et d'anglais : Les Etats-Unis, un espace plus ou moins ouvert sur le monde au programme des sections européennes de l'académie de Picardie s'inscrit dans le cadre du thème 3 du programme de Terminale-tronc commun de géographie « L'Union européenne dans la mondialisation : des dynamiques complexes » (BOEN n°8 du 25 juillet 2019). La question s'inscrit également dans le programme de Terminale de langues vivantes à travers l'axe : « Identités et échanges ». La séquence s'ouvre sur une étude de cas sur la frontière américano-mexicaine. Elle doit permettre à l'élève d'aborder les notions principales qui seront développées par la suite. En langue anglaise, le terme <i>border</i> sera préféré à celui de <i>frontier</i> (<i>frontière historique</i>) ou de <i>boundary</i> (<i>limite</i>). Le caractère d'interface de ce territoire transfrontalier s'explique largement par le contexte actuel de la mondialisation. Malgré la mise en place d'une barrière frontalière hyper-sécurisée et des politiques migratoires strictes, la mondialisation économique joue un rôle d'accélérateur des échanges au sein de cet espace transfrontalier. Notions : Border/Frontier, Interface, Mexamerica, Flows, cross-border space/ Transfrontier area, Globalization, economic flows, cheap labor force, American TNCs, FDI, trade, Vocabulaire: Twin cities <i>North American Free Trade Agreement</i> (NAFTA) Maquiladoras Outsourcing Relocations <i>New International Division of Labor</i> (NIDL)

Compétences disciplinaires travaillées	Toutes les compétences du LSL
Compétences associées à l'enseignement de DNL (cf intitulé du LSL)	Toutes les compétences du LSL
Dimension culturelle	Appréhender la frontière américano-mexicaine, un thème central aux USA et d'actualité, et ses enjeux.
Activités langagières (production écrite / orale, compréhension, interaction, etc.)	Compréhension écrite, expression orale, expression écrite

Présentation de la démarche pédagogique ¹	
Contextualisation (TP, rebrassage de fin de séquence, etc.)	Etude de cas introductive au thème du programme
Objectifs	Objectifs sur le fond : • Permettre aux élèves de contextualiser cette frontière dans le temps. • Leur expliquer que cette frontière a été longtemps évolutive et imprécise. • Faire le lien entre histoire et géographie, et démontrer aux élèves que même si on travaille en géographie, on a besoin de l'histoire pour la comprendre ; Les actions des Hommes sur les territoires expliquant en partie les mécanismes géographiques. • S'approprier une partie de l'histoire et de la géographie des États-Unis. • Acquérir et assimiler un registre de vocabulaire spécifique à cette question. Objectifs sur la forme : • Travailler à différentes échelles, ce qui est propre à la démarche géographique. • Analyser et travailler des documents variés (cartes, extrait de texte). • Travailler principalement sur 3 compétences, à savoir l'expression écrite, la compréhension écrite et l'expression orale. • Surtout utiliser l'intelligence artificielle via 2 supports : Getmerlin.in & ChatGPT Autrement dit accompagner les élèves dans l'utilisation pédagogique de l'IA, afin qu'ils sachent en faire une utilisation utile et pertinente dans le cadre d'un travail scolaire (Cf méthodologie en annexe 1 : comment bien rédiger un prompt ?) Une évaluation formative de la rédaction du prompt a lieu a posteriori à partir d'une grille – annexe 2)
Prérequis pour la séance	Remobilisation d'une partie du vocabulaire spécifique vu depuis la seconde
Modalités de travail (travail en salle info, en groupe, etc.)	Travail en groupe, en autonomie, en utilisant en partie l'IA Pour ce qui est de la démarche, le travail se fait en salle de classe avec les smartphones des élèves.

¹ La dimension interculturelle et interdisciplinaire doit jouer une place centrale ; une démarche actionnelle est vivement souhaitée. On précisera aussi les activités des élèves et les compétences travaillées (compréhension de l'oral, production orale, interaction orale, compréhension de l'écrit, production écrite).

	Pour la 1^{ère} partie (I. The roots of a disputed border), l'effectif est divisé en 3 groupes d'environ 6 élèves, chacun d'entre eux étant constitué d'élèves à l'aise et d'élèves plus fragiles pour favoriser la mixité et l'émulation. Pour la seconde et la 3^{ème} partie, les activités se font en classe entière. Chaque groupe prend en charge un ensemble documentaire (détail ci-après). Tous les ensembles documentaires étant constitués de cartes et/ou d'un extrait de texte. Lors de la restitution, les élèves de chaque groupe exposent les réponses aux questions, chacun apportant un élément d'éclairage permettant de mieux comprendre cette frontière et ses enjeux.
Ex de productions attendues ; pistes de productions	Productions écrites et orales. Quant à l'écrit : Attention portée à la rédaction d'un prompt pertinent en accompagnant les élèves.
Critères de réussite associés aux compétences disciplinaires et DNL	Analyse des documents Bonne compréhension des documents Intelligibilité et recevabilité linguistique (écrit et oral) Qualité de la recherche via l'IA (cf grille de notation et de positionnement)
Modalité(s) de travail avec le professeur de LV envisagée	

Documents choisis²

² Il faut que ces documents soient libres de droit ou qu'une demande d'autorisation puisse être obtenue. La demande reste à la charge du rédacteur.

Geography: The American-Mexican border: A transborder region?

Introduction:

Document 1a: Photograph depicting a traffic jam at the San Ysidro Port of Entry between Mexico and the USA



From <https://www.kpbs.org/news/local/2022/06/15/what-do-you-want-know-about-border-economy> November, 3, 2021.

Document 2b: Photograph showing US Customs & Border Protection agents removing a Jeep from the fence of the American Mexican border



From U.S. Customs & Border Protection website, July, 31, 2016.

According to the 2 previous photographs, why is it possible to assert that the American-Mexican border is a multifaceted border? (An open border for flows on the one hand, a barrier on the other hand)

Key question:

Is the American-Mexican border a transborder space or a source of territorial tensions? A contact zone or a barrier?

A. The roots of a disputed border (1h00)

1. Battle of the Alamo, a defining Moment in Texas Independence:

First of all, using this AI chatbot on your cell phone <https://www.getmerlin.in/fr/ask-ai> write a request, and determine the main roots of the Texas Independence

Then, still using getmerlin, answer the following questions:

What was the battle of the Alamo? What was the historical background.

When did this battle occur?

Identify famous people who fought in the Alamo

Obviously the Texans were outnumbered, but how many were there?

Conversely, how many Mexicans took part?

Document: The era of Texas revolution. Extract from an article by Katie Whitehurst
<https://texasourtxas.texaspbs.org/the-eras-of-texas/revolution-and-republic/>

After two weeks of bitter fighting, the Alamo fell to Santa Anna and his soldiers. Few survivors remained after the battle's end on March 6, 1836, but the Texan cause would use the defeat as the morale-boosting cry of "Remember the Alamo!" to inspire their forces in future conflicts (...).

Texan forces suffered another major blow at Goliad later in March. But a month later, as civilians fled in what is known as the Runaway Scrape, the Texans pulled off a major upset. With cries of "Remember Goliad!" and "Remember the Alamo!" Sam Houston's forces defeated Santa Anna's army in a swift and bloody battle at San Jacinto. The Texas Revolution was over in less than a year, and a new government led largely by Anglos had emerged. But peace with Mexico would not come with the end of the war.

Delegates drafted and signed the Texas Declaration of Independence at Washington-on-the-Brazos on March 2, 1836.

Question on the article:

Consequently, why is it possible to assert that this battle is a master piece of Texan and American history and folklore? Develop your answer.

2. US territorial expansion and the annexation of the Republic of Texas: An object of fervent interest to American leaders:

Document 1: Map showing the boundaries of the US and neighboring countries as they appeared between 1842 and 1845. Wikipedia



Document 2: Map showing Texas and claimed territory (in yellow) between 1836 and 1845. Wikipedia.



Using <https://www.getmerlin.in/fr/ask-ai> and the maps, answer the following questions:

Give a precise definition of Manifest Destiny.

When was the term first used?

Determine which editor of the Democratic Review used it first.

How did it justify the annexation of Texas by the US government (Which foreign interventions were prompted by this belief)?

When was Manifest Destiny implemented / put in place? Develop your answer and use the maps.

When was Texas annexed as the 28th State?

Vocabulary:

to carry out: to do / perform something

3. The Mexican American war and its consequences:

Using <https://www.getmerlin.in/fr/ask-ai>, answer the following questions:

James K. Polk: What was his policy? Give illustrations through examples.

When did Texas become a US state (the 28th)?

Then what was the problem with the new southern boundary?

What kind of conflict did it provoke?

Document: Map showing the US territorial acquisitions, and more precisely the Texas Annexation and the Mexican Cession. Wikipedia



Question on the map:

What were the territorial consequences? More precisely on the border? Develop your answer.

Lors de la restitution et des échanges:

Ironically, what can you conclude about the states that today make up the Southern States of the USA?

Build a frieze on which to place the key dates in the history of the American-Mexican frontier.

B. The Mexican-American border: A cross border area at the time of globalization:

(15 mn + restitution 15 mn)

Using artificial intelligence (ChatGPT) in a relevant way (method and examination grid below), write a request whose objective is to produce a text related to “the Mexican-American border: a cross-border area in the era of globalization”. Your request should include the following keywords and their definition, and also precise examples:

Globalization, economic flows, maquiladoras, outsourcing, cheap labor force, American TNCs, NAFTA, FDI, trade, twin cities, Mexamerica.

C. A border strictly controlled for human flows?

(20 mn + restitution 10 mn)

Document 1: Cartoon depicting Doctor Arizona & Mister Hyde, by Khalil Bendeb, 2010.



From https://otherword.org/arizona_immigration/

Document 2: Cartoon showing US Mexican border patrol, and “FBI informants”, 2017



From: <https://www.danzigercartoon.com/cartoon/january-25-2017-us-mexican-border-fbi-informants-border-agents-ice>

Document 3: Cartoon about Mexico/USA: the Wall of Contention, by Vapot, 2018.



From: <https://www.cartooningforpeace.org>

Task:

Analyze the documents above using the table below.

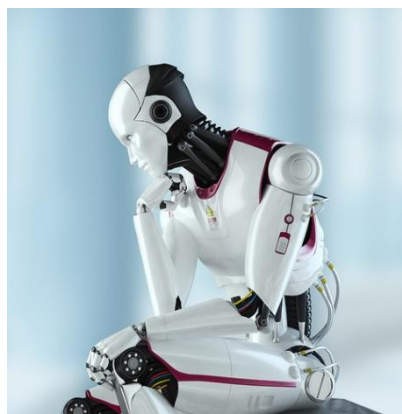
Only use and highlight keywords, dates, concepts and short definitions to facilitate memorization.

Analysis table:

“W Questions”:	Answers:
What is the document about? (Main idea, key-word, acronym, main topic)	
Who? (Who are the characters evoked and or concerned, identify them)	
Where? (Where do the events take place?)	
When? (When did the events occur?)	

Then, build a mind map focusing on a border strictly controlled for human flows

Annexe 1:
Method: Working intelligently with Artificial Intelligence
in history and geography:



How do you get the best out of Artificial Intelligence, and use it intelligently?

Well, perhaps the answer lies in knowing how to make a good request.

1. What is a request?

What is a request? The simple answer: it's nothing more than the question or instruction you give the AI.

Example: Imagine you're in a restaurant facing a cook. Asking the cook to "prepare something for you" wouldn't be enough if you wanted to be completely satisfied with your meal. It would be better to give him some context, details and clarification about your order! Well, it's exactly the same with AI.

If the request is well done, your AI will be able to give you the results you expect.

2. Why take the time to write a sufficiently detailed request?

- To save time: Thanks to a well-structured, well-written request, the AI will produce any type of content optimized to your expectations in a matter of seconds, allowing you to concentrate on other tasks.
- Relevant, high-quality content: The second advantage is quality. A good request leads the AI to produce a result that is not only interesting but also original.
- To produce personalized content: You can adapt your prompt according to your interests or your point of view.

3. To write a relevant request, you need to give the artificial intelligence a clear role:

When it comes to knowing how to create a good request, defining a clear role helps guide the machine with precision. Without direction, even the best AI can produce content full of sentences with no added value. The role must therefore be totally in line with your objectives!

To achieve this, you need to:

- Establish a context: Once you've given your AI a role, to know how to make a good request, it's essential to establish the context in which it will operate. The context is actually the framework that gives meaning and direction to your request. In other words, it serves to align expectations and objectives with the final output. In this case, you're high school students.

Context is like the set of a play: it can change the whole perception of the show, just know that.

- Identify your target: The first thing to consider is your audience. Who are the people who will be reading this content? Your teacher? Yourself? Your classmates? What are their needs and aspirations? Answering these questions will help you focus the request more effectively.
- Define clear objectives: What do you hope to achieve with this content? Is it to produce a course summary, a summary sheet, a mind map, a discussion via a Chatbot, etc.....? Establishing clear objectives is crucial to the success of your AI response.
- Define a format and indicate it in the request: A mind map, a virtual discussion with a historical figure, an analysis of a document, etc....
- Set limits: Such as text length (number of characters, lines...), keywords to include or avoid, internal or external links.

Conclusion: A well-designed request serves as a guide for the AI, guaranteeing a response that is both relevant and in harmony with the objective of the communication.

Annex 2:

Examination grid for evaluating AI-based requests

Skill	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
1. Request well-structured, well-written	The request is clear, logically structured, precise, and free of errors. It effectively conveys the intent.	The request is mostly clear, with minor errors that do not hinder comprehension.	The request is understandable but lacks clarity, has structural weaknesses, or contains multiple errors.	The request is poorly structured, unclear, or difficult to comprehend due to major errors.
2. A good context for the request	The context is fully developed, relevant, and enhances understanding of the request.	The context is appropriate and supports the request, though some details may be missing.	The context is present but lacks depth, clarity, or direct connection to the request.	The context is vague, inappropriate, or missing.
3. An identified target	The target audience is explicitly defined and well-justified in relation to the	The target is clear but could be more specific or well-justified.	The target is somewhat identified but lacks precision or clear relevance.	The target is unclear or not mentioned.
4. Clear objectives defined	The objectives are specific, measurable, and well-aligned with the request. They guide the AI response effectively.	The objectives are mostly clear and relevant but may lack precision in some aspects.	The objectives are present but not fully clear, specific, or aligned with the request.	The objectives are vague, unclear, or missing.
5. Format of the request	The request follows a well-defined, appropriate format (e.g., structured prompt, question style) suited to AI processing.	The request mostly follows an appropriate format but may have minor inconsistencies.	The format is somewhat inconsistent or lacks optimization for AI processing.	The format is unclear, disorganized, or unsuitable for AI interaction.
6. Limits of the request	The request sets clear boundaries (scope, length, focus) to ensure a relevant AI-generated response.	The request includes some limits, but they could be more precisely defined.	The request has vague or incomplete limits, leading to possible irrelevant responses.	The request lacks clear boundaries, making the AI response unfocused or too broad.