

FRANCE IN WORLD WAR II: RESISTANCE, COLLABORATION, HOLOCAUST AND RESCUE

UNIT DESIGNED BY NICOLE NADITZ, 2005

UNIT OBJECTIVE: Given numerous historical, literary, musical and cinematic documents from and about WWII, students will generate an analytical multi-media presentation in French in which they evaluate the perspectives and actions and actions of collaborators, resistance fighters and Jewish citizens during the war and their continuing effects on contemporary French society.

UNIT ASSESSMENT: Create your own testimonial to the events of WWII. Your testimonial may take one of the following forms: artwork, song, literature (poem or prose), or film and must be accompanied by an *explication de texte* that identifies and explains the themes you wanted to highlight with your work, as well as the relevant factual information culled from this unit. You will be expected to display your work on the day it is due and answer student and teacher questions about the work.

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Daily lesson overview: teacher copy

Time	Lesson Objective	Materials	Assessment
Days 1-4 (flexible: could be less if research completed at home, but students wouldn't have access to teacher materials)	After conducting research on several aspects of WWII France, students will generate a poster session presentation for their peers (in French) in which they share info about assigned topic.	<ol style="list-style-type: none"> 1. Song: <i>Comme Toi</i> 2. cloze activity for song 3. books, pamphlets, internet resources on WWII France. 4. Student note-taking pages 5. Rubric for scoring poster session 	<ol style="list-style-type: none"> 1. Cloze activity from song 2. note-taking pages 3. Poster and its accompanying presentation 4. song project: Scrap book of Sarah's life with pictures and captions
Day 5	Given film clips, war-time propaganda, speeches, and songs from WWII France (both collaborationist and anti-collaborationist perspectives), students will generate an effective anti-collaboration print ad.	<ol style="list-style-type: none"> 1. clips from <i>La Chagrin et la Pitié</i> 2. In computer lab http://trackstar.4teachers.org; track # 244129 3. CD with WWII French music 	<ol style="list-style-type: none"> 1. Answers to questions accompanying track # 244129 2. Notes taken from film clips 3. list of effective propaganda/advertising tactics generated while interacting with lesson materials 4. student-generated print ads
Days 6-7	Given excerpts from the journal of a female teenage member of the civil resistance, student will generate a letter, a dialogue and a newspaper article in response to the situations presented in those journal entries.	<ol style="list-style-type: none"> 1. excerpts from <i>Demain il fera beau</i> 2. copies of newspaper articles from the era 3. literature activity pages with vocabulary, list of grammatical structures exemplified, pre-, through- and post-reading activities 	<ol style="list-style-type: none"> 1. Pre-reading activities 2. through reading activities 3. letter 4. dialogue 5. newspaper article

Days 8-10	Given numerous resources about the Holocaust in France and the rescue of Jewish children, students will be able to: 1. summarize restrictions placed on Jews by the Vichy regime; 2. identify methods used by the Vichy regime to legitimize their treatment of Jews living in France; 3. generate descriptions of the life of hidden children; 4. generate descriptions of life inside the transit camps and extermination camps.	<ol style="list-style-type: none"> 1. <i>Au revoir les enfants</i> clip 2. <i>La Chagrin et la Pitié</i> clips 3. <i>Nuit et Bouillard</i> clips (optional) 4. computer, LCD, speakers to view presentations at: http://www.grenierdesarah.org 5. Web worksheet located at: http://trackstar.4teachers.org, click on Web Worksheet at bottom, enter sheet # 56138 6. Literature excerpts from <i>Un sac de billes</i>; <i>Aucun de nous ne reviendra</i>; <i>Les enfants d'Izieu</i>, graphic organizers, activity pages 	<ol style="list-style-type: none"> 1. answers to questions from web worksheet. 2. note-taking pages from film clips 3. literature activities
Day 11	Given contemporary newspaper articles about recent anti-Semitism in France, students will summarize the articles and generate a letter to the editor in response.	<ol style="list-style-type: none"> 1. contemporary newspaper articles. 	<ol style="list-style-type: none"> 1. article summaries 2. letter to the editor
Day 12	Given contemporary music exploring historic examples of racial hatred, students will generate a poetic/artistic analysis of the themes common to both songs.	<ol style="list-style-type: none"> 1. <i>Né en 17 à Leidenstadt</i> music and cloze activity 2. <i>L'avenir est un long passé</i> music and cloze activity 	<ol style="list-style-type: none"> 1. Cloze activities from songs 2. found poem/collage
Days 13-15 (flexible: could be fewer if students work at home)	Given numerous historical, literary, musical and cinematic documents from and about WWII, students will generate an analytical multi-media presentation in French in which they evaluate the perspectives and actions and actions of collaborators, resistance fighters and Jewish citizens during the war and their continuing effects on contemporary French society.	<ol style="list-style-type: none"> 1. Rubric for grading assessment. 2. Varies: all materials student-provided. 	Testimonial to the events of WWII, accompanied by an <i>explication de texte</i> . The day it is due, students present their testimonial to the class and answer student and teacher questions about their work.