

Teachers Guide

Suggestions for creating a unit on France and the Holocaust from author and filmmaker Barbara P. Barnett & Gary Mencin, Teacher of French, Westtown School, PA

1. **Use the Reference section of *Faces of the Holocaust: Marcel Jabelot* (or the French version) for additional documentaries and/or full-length feature films dealing with the period.** *La France Divisée*, a thirty-five minute documentary by Barbara P Barnett and Eileen M. Angelini, examines collaboration and resistance in Vichy France through the eyes of seven interviewees: one Holocaust survivor, three “hidden children,” two historians and Resistance leader Lucie Aubrac. (Available at directly from Beach Lloyd Publishers, LLC (beachlloyd@erols.com) and at www.FranceDivided.com. A good introduction to the history and complexity of life in France under the German occupation.
2. **Present the various responses to the German Occupation: Resistance, collaboration, Christian rescue (both Catholic and Protestant), indifference.** The following two films deal with Christians who saved Jews in France during the War. *Au Revoir les enfants* by Louis Malle (text/activity book at www.beachlloyd.com) and *Weapons of the Spirit* by Pierre Sauvage (www.beachlloyd.com).
3. **Combine, whenever possible, film and literature.** The following films are particularly successful when coupled with the film script, novel or related readings:
 - *Visages de la Shoah: Marcel Jabelot* (DVD and book) www.beachlloyd.com
 - *Au Revoir les Enfants* (DVD and book) www.beachlloyd.com
 - *Le Silence de la Mer* (Video and book by Vercors)
 - *Lucie Aubrac* (DVD by Claude Berri and book by Mme Aubrac *La Résistance Expliquée à mes petits-enfants*)
 - *Le Dernier Métro* (DVD and filmscript)
4. **Form student groups to discuss the illustrations in the book *Faces of the Holocaust: Marcel Jabelot* (or the French version).** Additional photographs from the period and in the public domain can be accessed on the websites of the US Holocaust Memorial Museum www.ushmm.org and the Mémorial de la Shoah www.memorialdelashoah.org.
5. **Visit the US Holocaust Memorial Museum or your local Holocaust Resource Center,** asking students to focus on the French experience. Invite French Holocaust survivors, “hidden children” and/or those who were living in France during World War II to share their experiences with your students, preferably in the target language.

6. **Present songs of the 1940s:** *Maréchal, nous voilà, Le Chant des partisans, Le Chant des marais*. (Selections from the second and third are heard in the DVD and VHS formats of *Faces of the Holocaust: Marcel Jabelot*.)
Chansons sous l'Occupation : French Songs of WWII (Arkadia Entertainment Corp., New York) 19 songs, 59 min. Selections by Maurice Chevalier, Edith Piaf, Suzy Solidor, Germaine Sablon and Jacques Helian include *Maréchal nous voilà, Le chant des partisans, Lili Marlène, Sur le chemin du retour, Paris Tour Eiffel, Fleur de Paris*. www.beachlloyd.com with accompanying booklet, *Complement to the CD Chansons sous l'Occupation*.
6. **Research French war memorials that honor members of the Resistance and commemorate victims.**
 Paris : Mémorial de Drancy, Cimetière Père-Lachaise, Mémorial du martyr juif inconnu, Monument de la Rafle du Vél d'Hiv, Place des Martyrs Juifs du Vélodrome d'hiver ;
 Lyon : Musée de la Résistance et de la Déportation.)
7. **Use authentic documents and speeches:** anti-Jewish laws, apologies by the French government and the Catholic Church. One can easily find the following on the Internet in the target language www.google.fr:
Les Statuts des Juifs (anti-Jewish laws passed by Pétain in 1940 and 1941;
 the historic letter written in 1942 by Archbishop Saliège encouraging Christians to help save Jews;
 Jacques Chirac's apology on July 16, 1995 for France's role in the deportation of Jews;
 Bishop Berranger's apology of October 1, 1997 for the silence of the French Catholic church.
 Simone Veil's speech at the Pantheon, honoring all the French Righteous Gentiles (2007).
8. **Encourage students to respond creatively with poetry, drawings, collages, journal writing, painting, sculpture and theater.** Writing letters to survivors, members of the Resistance and/or "hidden children" is also an excellent follow-up activity to a unit on France and World War II.
9. **Follow current events that deal with the topic, such as anniversaries of the liberation of Auschwitz, days of remembrance for Holocaust victims (every April) and trials of perpetrators.** Particularly useful are articles from magazines like *France-Amérique, Paris-Match* and *L'Express* as well as news broadcasts from TV 5 and France 2. Many examples of past or current happenings can be found on You-Tube www.YouTube.com. Look for relevance to current events, regarding "upstanders" (resistants), bystanders and perpetrators.

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**The following comments and methods are enthusiastically shared by
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“*Visages de la Shoah* was again a great success in my French 4 class this year!! The new edition of the text, with the new DVD format, were great improvements. Especially helpful in the new edition were the supplemental introductory text portions—‘Avant-propos,’ ‘Prologue’ and ‘Introduction’—as well as the concluding ‘Discours et Lettres,’ the ‘Chronologies,’ ‘Questions à discuter’ and ‘Idées à Discuter.’ The numerous pictures in the book were also very helpful in concentrating the students’ attention on the text both before and after the video. [. . .]

The teaching process that I used was the following:

(1) First, I had my students read the introductory texts, followed by the chronologies. I used these texts to familiarize them with the ‘big picture’ into which Jabelot’s testimonies fit. All of this, of course, in French. [Of course, could be done in English.]

(2) Then, each day, I would have individual students take turns reading the testimonies aloud. I would correct their pronunciation and explain any more challenging vocabulary or references. Their homework was to study the questions on each section and to prepare the answers for them. The next day, I would begin class by showing the DVD of the parts that the students had read on the previous day, and then I would ask them the questions on each part. Then again I would have them go on and read the next sections. I followed this pattern until the end of the testimonies and then had them prepare answers to the ‘Idées à discuter.’ Then I had students read excerpts from Jabelot’s ‘discours.’ The final test was answering in writing 15 of my own questions based on all of this material, as well as translating into English selected vocabulary from the texts.”

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