



L'ÉLAN



Bulletin de la Société Honoraire de Français et des Jeunes Amis du Français



FALL 2022 **SERIE 50 NO. 1**

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Présidente: Regina Symonds symondsshf@gmail.com

Secrétaire: Gwyn Phillips shf@frenchteachers.org

Représentants: Kimberly Bryant Harter
shfteacherrep_mexico23@gmail.com

Henriette Sindjui
shfhenriette@gmail.com

Redactrice: Fanny Clonch fclonch@gmail.com

Mes très chers et chères collègues,
Bonjour et Bonne Année Scolaire 2022-2023!
It is with great enthusiasm that I would like to welcome hundreds of new SHF sponsors, AATF General Secretary Megan Diercks, AATF President Eileen Valvoord and AATF SHF Secretary Gwyn Phillips. Thank you for all of your hard work and for the inspiration that so many of you provided at the 2022 AATF annual convention in New Orleans this summer. We were thrilled to meet in person for the first time since 2019! ACTFL will return to Boston this November and AATF members will benefit from a soirée française while enjoying music and dance from Crocodile River. I hope that this Fall issue of L'Élan finds you in the midst of a successful academic year.

The AATF convention provided us with an opportunity to look critically at our charters and helped to identify what was previously working well and what was not. Our goal now is to open doors that allow for all JHF/SHF charters to be met with future success. I hope that each of you continues to reflect

upon your JAF/SHF charters while also Société Honoraire Vice President in an essay providing members with a window into new on the opportunities. In the words of a class of 2022

Automne 2022 2 SERIE 50. N.1 importance of language: “Language opens doors; not just any doors but doors the size of the entrances to the Châteaux de la Loire or the Taj Mahal. A world without language is a world without literature, films, or any documented history. It is a world without love and laughter; it is a world where we are all virtually alone. Yet, we have languages, many of them, to allow us to develop relationships with others, bringing happiness and variety to all lives. “ The time spent investing in relationships will always pay dividends; together, let us inspire our students with the French language and francophone studies. Let us find ways to serve our local communities, all the while making a global impact. We hope that you enjoy this edition of the Élan. Mille fois merci to our sponsors who took time out of their summer vacation to generously contribute to our resourceful Bourse aux Idées, and we look forward to serving you during the year.

Bien à vous,
Regina Symonds

La vie semble reprendre son cours avec un retour à la normal, et à l'heure où nous nous rassemblerons en famille soit pour les fêtes de fin d'année, nous le ferons sans doute avec une extra dose d'humilité, de reconnaissance et une forte concentration d'amour. Je tiens à remercier ceux et celles qui ont contribué à la publication de ce numéro et je suis ravie de voir toutes les activités que vous faites avec vos élèves. J'ai pu constaté l'effervescence de travaux ludiques autour de la coupe du monde avec le rappel de Jules Rimet, un homme ordinaire qui a créé un événement extraordinaire qu'est la coupe du monde de football telle que nous la connaissons aujourd'hui. En parlant de retour à la normal, je suis heureuse de pouvoir me déplacer à nouveau et découvrir ou redécouvrir les petits plaisirs des rencontres et les visites des sites et des lieux plus ou moins anodins. L'un de ces lieux que j'ai découvert cet été à Paris et le Musée Départemental Albert Kahn. Albert Kahn était aussi un homme ordinaire, qui a fait des voyages extraordinaires et qui a eu pour ambition de construire « les archives de la planète ». D'origine alsacien, cet homme s'est installé à Paris, est devenu banquier puis philanthrope, anthropologue et mécène. En 1898 Il a créé des bourses de voyage “les bourses autour du Monde” dont le but était de faire connaître à la France et au commun des mortels, les vies ordinaires des gens qui vivent dans les pays étrangers et de faire connaître aux autres pays la vie des français. Tout cela grâce à la technique des photos de plaque de verres. Imaginez-vous voyager en Orient ou en Afrique avec des quantités de plaques de verres pour prendre des photos reportages. Kahn a financé des clichés stéréoscopiques en noir et blanc et plus tard des clichés autochromes en couleur. Les premières photos avaient été prises lors de son voyage à Tokyo où il avait été invité en tant que délégué d'un groupe financier. Il s'était d'abord rendu en Chine avant d'aller au Japon. Il avait confié le projet de prendre des photos au géographe Jean Brunhes qui lui-même avait formé d'autres photographes. Au total Kahn avait sponsorisé des reportages photographiques dans 50 pays. Imaginez que vous êtes un simple citoyens et que vous n'aviez jamais vu un habitant de la Chine, un agriculteur japonais ou un bédouin

Automne 2022 3 SERIE 50. N.1 marocain, et que tout à coup, pour la première fois, vous



voyez ces personnes en photos (style carte postale anciennes) dans leur activité humaine la plus banale. Ainsi des personnes ordinaires ont pu voir d'autres personnes ordinaires qui vivent au delà de leurs frontières car les autochromes en couleur ont été commercialisés par les frères Lumières et Kahn était donc à l'origine de ce premier procédé l'industriel.

A voir aussi dans cet espace les jardins qui rassemblent différents paysages dont une forêt de cèdres bleus, la forêt des Vosges, les jardins à l'anglaise et ceux à la japonaise avec leur maisons de thé. Lors de votre prochain séjour à Paris, n'oubliez pas d'y aller vous dépayser

Musée départemental Albert-Kahn

appear on all matters relating to the organization: website, SHF and JAF newsletter, French Review, Journal, email correspondence, etc.

Like Us On Facebook!

Please join us as one of the over 855 members on our page. Members of this group share ideas for activities for their chapter, such as National French Week celebrations, induction ceremonies, chapter service, and fundraising activities. Please feel free to use French or English, as you prefer.

21st Century, we are here!!

2 rue du Port

92100 Boulogne-Billancourt

Métro 10 Boulogne Pont de Saint-Cloud

Plus d'information sur notre site :

<https://albert.kahn.hauts-de-seine.fr/>

HOW EXCITING!!

AATF now has a new look with a new logo! This will

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Vos livres au service de l'humanitaire une action par Ryland Adzich

I am 17 years old. I am a junior at The King's Academy High School in Sunnyvale, California. I am reaching out to discuss my efforts of promoting literacy in creative spaces for underserved youth and a potential partnership opportunity.

During the summer of 8th grade, I became the first ambassador of Bookworm Global. Our goal as a teen lead philanthropic is to donate books to underserved communities. Through

this simple yet impactful goal, we are closing equity gaps, keeping books out of landfills, and nurturing every child's joy for reading. Overall, I have donated over 20,000 books to non profits, charter schools, and elementary schools. I receive these books through librarians, teachers, and book drives. I have been featured on several local TV channels and on The Kelly Clarkson Show for my work with Bookworm Global.

Bookworm Global was started in August of 2020. In just a short time, we have donated over 130,000 books to underserved communities, kept over 200,000 pounds of books out of landfills, we have over 1,500 volunteers, and we are just getting started. Bookworm Global aims to promote global literacy for children everywhere. Through my volunteer work, I have seen firsthand the power books have to open a child's mind to fantastic new worlds. In addition, I started the first chapter of Bookworm Global at The King's Academy High School. The purpose of this club is to give students the opportunity to provide change to longstanding education gaps and faltering literacy rates among underserved areas. Through book drives and personal interviews with authors, students will experience the true meaning of service to their community. The chapter completed a highly successful book drive in which we collected over 2,000 books that were recently sent to an underserved school in the Tenderloin District.

Upon becoming a member of The King's Academy French Honor Society, The Bookworm Global Chapter would be deeply honored to cultivate a partnership to promote a state-wide French and English book drive. I understand that you are the leader of the French Honor Society Chapters in California. The partnership idea could entail a week dedicated to all French Honor Societies in California collecting books for a certain age group, which could be placed in colorfully decorated boxes that are outside of French classrooms. After the books have been collected, they could be shipped to an organization of the French Honor Society's choosing. This is simply an idea. I would love to set up a Zoom or Skype call on a day that is convenient for you to discuss the partnership idea further.

In addition, I have attached information on my organization The Creative Destination below as well! If you know of any places that need a Creative Destination please let me know!

[Automne 2022 5 SERIE 50. N.1](#) As part of my school's service trip week in April of 2022, I served in the Tenderloin District of San Francisco. It was here I had the inspiration to start The Creative Destination. I was reading with a group of first-grade girls. The girls were reading their favorite series, "The Biscuit Dog Series". Although these girls only had one book from the series, their eyes lit up as they read about Biscuit's journeys. I was inspired to create a multipurpose room that would allow children, like these girls, to create their own stories and continue to improve their reading skills!

The Creative Destination is a teen-led philanthropic organization dedicated to creating creative outlets for underserved youth. We focus on leveraging rooms or small spaces in organizations and institutions in underserved communities that are not being utilized to their full potential. Our organization inspires others to create a space that fosters a love of learning and literacy through donating materials and books from book drives.

For the first-ever Creative Destination initiative, We are partnering with San Francisco City Impact's after-school program, City Kids, to create a multipurpose room. San Francisco City Impact is a 501(c)(3) nonprofit organization that serves the Tenderloin District of San Francisco. City Kids aims to provide a safe environment where children can receive help with their homework, one-on-one mentorship, and grow academically. There are approximately 2,500-3,000 children living in the Tenderloin district. Many of these children lack spaces that allow them to experience the joys of being a child. The Tenderloin has the highest crime rates out of all San Francisco districts. Without a creative outlet to explore

their passions, children are susceptible to negative influences such as involvement with drugs and crime, causing educational backsliding.

The City Kids multipurpose room lacked color and was uninviting. I have enlisted the help of youth volunteers to help create a multipurpose room that fosters a loving, comfortable, and educational environment to encourage children to find love in learning. I have attached photos of the multipurpose room before any work had been completed below this email.

The Creative Destination had a goal of raising \$5,000.00 for the multipurpose room to purchase furniture, supplies, and paint for the room. In just three weeks of The Creative Destination's website launch, over \$6,000.00

was raised for the room.

The first priority was creating immersive mural art throughout the room. The Creative Destination enlisted the help of a local Bay Area artist to transform the multipurpose room walls. I have attached photos of the mural below this email.

To make the multipurpose room sustainable, The Creative Destination focuses on utilising recycled furniture. The Environmental Protection Agency estimates that 9 million

tons of furniture are thrown out each year. Many of these furniture pieces use wood from our forests, fuelling deforestation around the world. The Creative Destination has partnered with the second-hand furniture company Reseat. Reseat made a furniture contribution of gently used and high-quality furniture to the Creative

[Automne 2022 6 SERIE 50. N.1](#) Destination's multipurpose room. Photos of the furniture that were donated are located below this email.

Upon finishing the City Kids multipurpose room, The Creative Destination will be doing research on the positive benefits of an inviting learning space for children. We have partnered with New York University's Literacy, Technology, and Culture Lab for this research project.



“Faire du Shopping...dans la salle de classe!”
By Bonnie Estes

South Iredell High School

When my French II class studies the unit “la ville,” I recreate a typical French town consisting of stores on a street such as: “la pâtisserie / boulangerie, l’épicerie, la librairie, la crèmerie, la boucherie, et le marché.” I decorate with store fronts on poster board which I drew years ago, and still use. I place them on my chalk tray side-by-side, put individual desks in front of each one, then place the empty boxes/cans or plastic food on the

appropriate desks for each store. For the “librairie,” there is a stack of Astérix books.

Then, I added more stores, like the “parfumerie”, which sits on a small table holding boxes and samples from Fragonard along with ads of French perfume. I also added a café, where I stapled an oversized poster of a café to a

large piece of cardboard (from my Smart TV box; I never throw cardboard away!).

Then I set it up on desks against the wall, and make tables using desks put together covered with tablecloths. I hang my Eiffel

Tower towel up in back to add ambiance.

Finally, I added a “Galeries Lafayette”, also

made from another large cardboard piece. I made the left side “pour les femmes,” the right side “pour les hommes,” and the middle part for “les bijoux.” Each section has its own manilla envelopes stapled to it

[Automne 2022 7 SERIE 50. N.1](#) where students can pick out clothes on flashcards.

In order to practice buying and selling, students use half-sheets of dialogue templates as they take turns being “marchands” (sitting at each store) or “clients” (holding cloth shopping bags), Each client holds a small purse containing a fake credit card, fake euro bills and real euro coins.

How do I assess them? Before we begin, I encourage them to use “politesse” that is so important in French culture. I grade it as a formative oral dialogue, so after they warm up at a few stores, I step in and listen as they buy/sell without using the paper.



Motivating Students Through Service Projects in Senegal By Elisabeth

Seye

BASIS Independent McLean

As a French teacher for over 20 years, I have found that the best way to inspire my students and members of my Société Honoraire de Français is to give them a sense of ownership and connection to a Francophone country; it is also a great way to weave in the 5c's of learning a foreign language.

Additionally, it serves to lay the foundation at an early age for the cultural comparison task of the AP exam. (I teach grades 7-12.) To this end, (with the exception of the pandemic years) I plan annual field trips to Francophone countries including France, Madagascar and most frequently, Sénégal, where my nuclear family originates. My students have

Senegalese “pen pals” as well, to whom they have written over the years, and met in person during the trips there. This enables them to become part of the community, and through their sense of personal investment, the magic begins.

My SHF members are proud to discuss their commitment, not only to the furtherance of the French language, but also to their devotion and obligation to aid less fortunate students in impoverished Francophone countries via their service projects. Two years ago, they raised money to build a permanent schoolhouse for students in Khombole, Sénégal (in the Thiès region). The structure these students had been using was merely a handmade thatched shack, destroyed every year as soon as the rainy season would begin. This past year, they saw the project to completion by raising the remaining funds needed to tile the classroom floor and outside walkway --the final and last step in the process. In addition, the president of my SHF is currently spearheading her own project in Khombole, via her nonprofit entitled Teen Mobile Arts. In this regard, she is raising funds

[Automne 2022 8 SERIE 50. N.1](#) to build an art museum with the

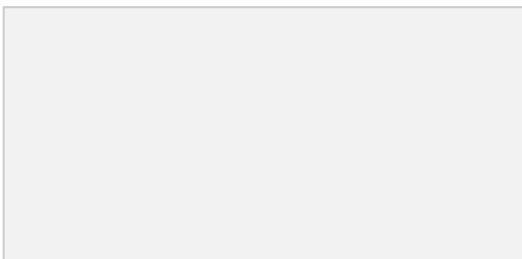
purpose of providing a medium to feature and exhibit artwork created by talented local Senegalese youth. We will travel there together in June, 2023 (for Project Week) along with our head of school, to both officially inaugurate the classroom and see the first phase of the art museum.



Competition de Buches de Noël

By Verna Verspieren

Frassati Catholic High School



St. Jeanne D'Arc Chapter at Frassati Catholic High School in Spring, Texas had a fabulous inaugural year. The chapter started with students opening the school talent show with "Frère Jacques" sung in a round and then an audience participation "Alouette" that got the whole school singing. All of our Frassati French students regularly sing in class and they especially love Manie Musicale in the Spring! October saw the FHS induction ceremony held with the National Honor Society and the Spanish Honor Society. In December we held our first St. Nicolas Bûche de Noel baking contest. 14 teams brought their creations to school to be judged on taste and appearance during lunchtime, and when judges had finished evaluating students were allowed to taste the delicious cakes. In February FHS members sang at a special school Mass for Notre Dame de Lourdes, and this year a virtual pilgrimage to Lourdes is planned. In April members participated in 24 hours of French fun at the Texas French Symposium. Poems, songs, art work, prose, dictée, tests – all of these elements were incorporated and many medals were earned as the team placed 7th overall with many 1^{sts} in various categories. At the end of April, the FHS contributed French items to the school-wide International Food Festival, and in May proud FHS graduates received diplomas while wearing their FHS cords. As 2022-2023 begins, officers are planning another fun year of French which will also include field trips to French cultural events in the Houston area.

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National French Week
By Nianna Gustovich
Valley View High School

At Valley View High School in Hidalgo, Texas, we love to celebrate National French Week. We decorate our hallways with giant French flags. We have food competitions. We post a French phrase of the day on the district billboard. Our signature National French Week project, however, serves to educate our school community about French and Francophone culture by lining the walls with our Monuments of France Project. This project provides a gigantic gallery for the students who walk up and down our High School and Early College Campus hallways and encourages them to learn more about French language and culture. Sometimes students from other language and elective classrooms stop by our classroom and ask additional questions regarding the monument or the language just based on what they read out in the hallway. The project promotes enrollment and multi-cultural educational opportunities for our students and ensures the continuation of our programs in the district. Some of the featured monuments are: Le Palais de Luxembourg, La Grande Arche, L'Atelier des Lumieres, L'Opera Garnier, Shakespeare & Co., and Mont St. Michel, just to name a few.

Students are provided with a long list of monuments and landmarks from all over the country of France to choose from so that there isn't much duplication. Students will choose a monument/ landmark they might like to visit and begin researching their landmark or monument.

They must identify the following for the monument:

Name of Monument

Location in France

Architect of monument

When Created

How long it took

Original Use/Contemporary Use

How many visitors per year

Cost to visit

Hours of visitation

Historical or cultural significance or curiosity

Students then represent the monument or landmark. They can do a

collage, a painting, a 3-D model, or a drawing. The creativity of

presentation is on them. They then educate their fellow classmates on the monument or landmark and prepare a paragraph to be placed in the hallway so that students not in their class can appreciate the work and learn from it as well.



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Happy Birthday Project By Virginia Rinaldi La Cueva High School

The Happy Birthday Project was begun by our Spanish department Chair, Betty Kaniho, 18 years ago in conjunction with the Title 1 homeless program here in Albuquerque. Betty began it because she

believed every child should be able to have a birthday celebration. The project at Lowell Elementary School passed fully to me and my French Honor Society students when

Betty retired several years ago. Honor Society students bake mini-birthday cakes and decorate them. Then FHS members at La Cueva have worked to pack birthday bags with small toys, some personal stuff like chapstick, hand sanitizer, combs and some school supplies, and a snack and a drink mix. Each bag has a hand-made birthday card signed by all members. They also put on collections to gather donations for the items needed. Originally we serviced both the 5th grade and the Title 1 tutoring program at "our" school but when



the program changed, we decided to continue servicing the 5th graders at that same school. This is a school that has a high percentage of students on Free and Reduced Lunch. The bags are delivered each month to the 5th graders at Lowell Elementary which has a high population of students considered “homeless” by the Title 1 program definitions. The gifts and cakes are distributed by their teachers during their birthday month. At the winter break - holiday break bags are also packed with more goodies including a book to read (gathered by our librarian from librarians all over the district) and some activity books for the winter break. This outreach program exists in other schools in our district and takes a different form depending upon the needs of the homeless population being served. Another group of Happy Birthday volunteers, works with Title 1 families who are on the path out of homelessness. All workers, adults and youth, are volunteers and the community donates the resources to be put in the bags. Our chapter has worked on this project for 10 years at least.

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L’humanitaire au service des personnes âgées

By Stephanie Chamberlain
Clear Creek High School

Although service hours are not required, many individual charters add service requirements. As teachers, we value the lessons and sense of worth our students gain in getting outside of themselves and serving others. This year, our charter joined forces with our high school’s French Club, Spanish Honor Society and a local non-profit organization called 4B Disaster Response Network. Our service project was to help elderly couples to replace the floors in their homes that were impacted by Hurricane Harvey in 2017. Although it has been years since Harvey hit our area, there are still people who are struggling to recover from the devastating floods. All together, we were able to serve our local community, and I saw the joy that my students had in their faces while they volunteered their

Saturday to help others. The Vice President and President of our Société Honoraire de Français organized this service project on their own with little facilitation on my part. They stepped up as leaders and allowed their peers to rise and serve. Following the service project, I organized an outing to a local French-themed restaurant so that we could end the day on a fun note and bond all together. Looking back, our Vice President said, “Any group that helps contribute to the betterment of our community is one I am proud to be part of and SHF really embodies that ideal.” Look into your own community and see how your charter can serve. You won’t regret it!



La guerre des Post-it
By Marnice Lewis
Walter Payton College Prep

Our SHF chapter has 3 big events (aside from our Induction Ceremony).

La Guerre des Post-it was inspired by an article regarding a Post-it art war that happened between businesses in Paris in 2011 (<https://www.theguardian.com/artanddesign/2011/aug/30/paris-post-it-wars-french>). We read the article together and then divide into teams. Everyone is given a certain amount of time to complete their work of art in various locations around the classroom. Then we vote on a winner.

In honor of National French Week, we hold La Fête de Français (French Fest) where we celebrate the French language and Francophone cultures with refreshments, dances (La Bastringue, Logobitombo), pétanque tournament, Poisson d'avril (we celebrated on April 1st this year), Francophone trivia (in Kahoot form), karaoke, board games, etc.

Our crêpe-making field trip is an extremely popular event. It's held at a Whole Foods practice kitchen (I reached out and inquired about the possibility years ago). The chef describes how to make the batter and then shows the students how to pour the batter, flip the crêpe, etc. Students make their own crêpes, choose sweet or savory ingredients to add, and then enjoy their tasty work.



Brave New Monde:
Rediscovering the Joy of Teaching Language in the Post-Pandemic Classroom
By Nicole Tartaglia
Passaic Manchester Regional High School

It began with magic: day one of my first 15 years of teaching, I'd begin by showing students how their faces had been formed by language. Sharp angles, wide nostrils, broad jawlines: "your face looks the way it does because it is a precision instrument honed to communicate with the world around you." I could divine their heritage by observing their beautiful faces. It was, to them, magic. Moreover, it provided an introduction to a classroom environment where they felt truly seen. Enter Covid-19.

Masks presented a tough obstacle in world language classrooms. Faces were now invisible and shocked, happy, smiling, angry or confused eyes all looked nearly identical! Worse, students stopped [Autonne 2022 13 SERIE 50. N.1](#) talking. Many, actively forfeited the opportunity to verbally engage, choosing to message via GoGuardian. Silence ruled the day.

After our return to in-person learning I knew my priority was to rebuild community, conversations skills and confidence. As one might imagine, a head-on approach wasn't effective. Students were emerging from a digital echo chamber; this meant to break the silence, meet them on their terms. Ergo...we play!

Game play for formative and summative assessment was the greatest fun. Gimkit, for example, was a pillar of functional and practical community rebuilding as it allowed students to engage with rigorous content using formats that resembled games they enjoyed outside of school. (Infinity Wars, Among Us etc.). It, too, was magic and a true tonic to students previously stunned into literal silence.



As masks came off, being at ease with speaking wasn't immediate but the connections, laughter and experiences that students had shared, provided a familiar touch point to which they could return when feeling overwhelmed, over stimulated or overloaded. From a practical standpoint, students used these games as self-directed homework to be played and won at least twice so that they had the opportunity and freedom to earn the grade they were willing to work for. In this way, ownership and investment were begotten from involvement.

The answer to, "How do we go back to teaching in the aftermath of the pandemic?" isn't actually to go back. The answer is to use things that created connectivity despite the pandemic to forge enthusiasm and momentum for the way forward.

RETROUVER LE PLAISIR DU PRÉSENTIEL

BY SOUKEYNA DROP-TALL

Livingston High School

The past three years have been challenging in multiple ways and this impacted the Livingston High school FHS. We were lucky to hold an in-person induction in 2019 but in 2020 we got creative with an online induction. However, in November 2021 we finally held an in-person ceremony, and it was beautiful with beret, music, and a candlelit ceremony. Our ceremony was exclusively run by the students. We had few rehearsals and invited the parents and the community to view it online. We wanted to really have fun with it and decided to add berets to the look. We ordered the berets and the mother candle from amazon, but a parent donated small candles for students to light from the mother candle. Though we were still masked and could not have any food, it had a great turnout; the kids were very proud and felt special and the community photographer was present to immortalize this [Automne 2022 14 SERIE 50. N.1](#) moment. We were honored by the presence of our administration and our principal started with greetings in all the four languages we offer in our school!

The challenges kept on going and we canceled a few activities for safety reasons. However, we were still able to hold online members and in person board meetings. Our members volunteered in tutoring underclassmen. We tried bringing excitement into everything, participated in trivia activities and we even participated in the National French week trivia contest, and it was fantastic. Though we could not do any bake sale to fundraise and to donate to "Médecins sans Frontières" and "Les petites



gouttes”, towards the end of the school year, after couple of years of no food allowed in school, we were finally approved to make crepes in school. It was awesome a lot of students came to visit us and everyone who came had their own crepe and were challenged to make their own. Some were round, some were oval, some ... you could not even name their shape... It was fun, and we were able to enjoy them with Nutella, jam, and marmalade of various fruits. We look forward to doing it again next year.

Petit déjeuner pour la bonne humeur et autres activités

By Laura Faga

Lewis S Mills High School

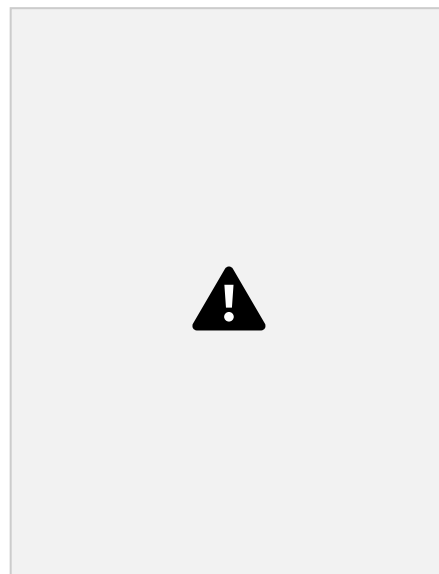
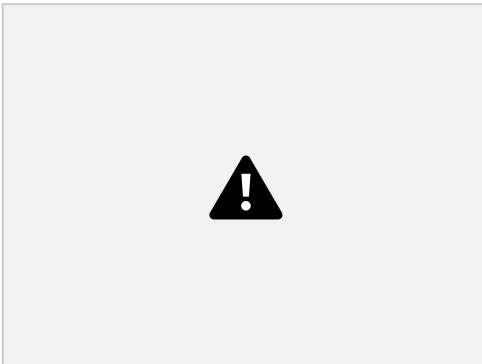
This past year, my students and I were eager to get back to business as usual with our activities. While this was not always possible, we were able to bring back some of our activities.

To celebrate National French Week, we organized a French breakfast in my classroom for students, faculty, and staff. Honor Society students brought in items such as baguettes, croissants, pain au chocolat, and more. Everyone enjoyed their breakfast before the first bell with some accompanying French music!

In February, we organized a French Night open to all interested students. The goal was to get as many students as possible coming to use their French outside of the classroom.

[Automne 2022 15 SERIE 50. N.1](#) The event was held at the high school in the cafeteria and some classrooms. Thanks to desserts supplied by the Honor Society members, everyone was able to taste delicious items such as King Cakes, macarons, and other pastries. Other activities included icebreakers, LOTO, a French version of the party game Anomia (I created the game myself based on the original), and finally everyone’s favorite event – the discothèque which included dancing and Just Dance to songs by Stromae, Black M, and more!

In March, just in time for la Journée Internationale de la Francophonie, we once again offered after school French classes to our 5th graders in order to get them excited about the opportunities that lie ahead for them (5th graders have the option to take French in 6th grade). Our middle school is attached to our high school so that helps with organizing this activity. After school, for 3



Thursdays in a row, Honor Society students taught hour long classes to small groups of 5th graders that included basic French expressions and vocabulary (greetings, numbers, colors) while focusing on different places in the French-speaking world. Leading up to these classes, Honor Society students met to plan their lessons which included snacks, games, PowerPoints, dialogues, art projects, and more.

We hope that these activities have helped spread the love of learning French throughout our school and beyond!

Préserver la démocratie et faciliter l'échange

By Natalie Dyer

The Frederick Gunn School

A few years ago I noticed an appeal via email on the AATF website from a lycée teacher in Brittany France asking to connect with a school in the States in order to discuss the fragility of democracy in today's world. This appeal caught my eye and I responded eagerly to M. Jérôme Le Corre, teacher at Lycée Victor Hugo in Hennebont, France. We started a casual email exchange which grew to include my AP students and a history teacher at The Frederick Gunn School in Washington, Connecticut.

This project has affectionately become known to

my students as "The Jérôme Project,"

and in

this article, I will share some of my ideas

and projects with the hope that more cultural

exchanges may continue to develop.

The first thing that my AP French students

[Automne 2022 16 SERIE 50. N.1](#) did was to create a bilingual, introductory video of themselves walking through our school campus and introducing themselves and explaining the experience at an American boarding school. The students are a truly international group and they are all quite strong in English and French; the video style was completely student narrated and filmed. The students divided the work among themselves: some wanted to film, one could edit, one could add music and all of them used their French to describe their experience at our school. Some asked direct questions to their French lycée counterparts, for example, "here we do sports, as part of our school day, but in France sports are separate from school?" As the year progressed and the French elections drew near, students on both sides of the Atlantic asked specific questions about the war in Ukraine, the elections, and other contemporary topics.



One of the history teachers from the Frederick Gunn School was interviewed in English about the "Gilets Jaunes" movement in France. After the interview in English, one of the AP students wrote captions in French as part of their involvement in the project. Another student who was already strong in French has decided that he will pursue the "Jérôme Project" as part of an Independent Research Project next year. He will be the link between our school and the lycée and will act as a go between for teachers and students. Specifically, he will be examining the role of the citizen in democratic countries such as France and the U.S. His excitement and motivation for this research project are a direct result of our initial video exchange.

The old "pen pal" experience has morphed in 2022 into an exciting, student-friendly, and easily accessible "video exchange." I encourage teachers on both continents to reach out to one another and start a "correspondence." These authentic exchanges inspire students; they see that there are real people who have different language skills and different perspectives on world problems. Bon courage et amitiés!

Non-Perishable Food Drive
By Laura Emmer
West Lake High School

Our SHF chapter hosted a non-perishable food drive in the Spring of 2019. The goal of this project was to help students realize that people everywhere need help putting food on the table, including locally. We contacted a local food bank and asked for specific items that would be helpful to them, and once we had a list, we were able to publicize the drive. Our SHF chapter made posters to advertise and encourage students in the entire French program to donate items. To provide incentive

to contribute goods, we created a competition between all of the high school French classes to see who could donate the most items in hopes of earning a class party. Because some classes are considerably larger, we calculated each class total by dividing the number of non-perishable items by

[Automne 2022 17 SERIE 50. N.1](#) the number of students in the class to compare percentages and make the totals more equitable. Each day of the

drive, a shared Google Sheets was projected to track contributions from each French class - the friendly competition between classes in our French program got everyone excited to participate and definitely impacted the total contributions in a positive way! At the conclusion of the weeklong drive, SHF officers counted and delivered the contributions to a local food bank. We are proud of the motivation of our students and their desire to serve their community in such a relevant capacity. As we continue this food drive tradition, we look forward to growing our contributions and spreading the good in our community in future years.

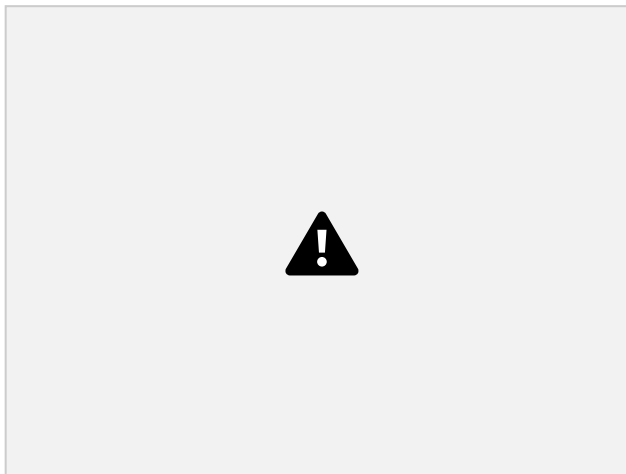


Research Competition
By Sylvia Simard-Newman
Cannon High School, NC

In this research competition, NC world language high school students have the opportunity to showcase their language, research, and presentation skills in a scholarly environment. Participation in the symposium is free and teams are selected to participate via application process. Eligible high school students include those who study Arabic, Chinese, French, German, Italian, Japanese, Russian or Spanish. Participating students are encouraged to be at Level III or higher, or heritage speakers. Each student group is awarded a rating of I-V including the research paper on a global issue topic, the visual and oral presentation in the target language.

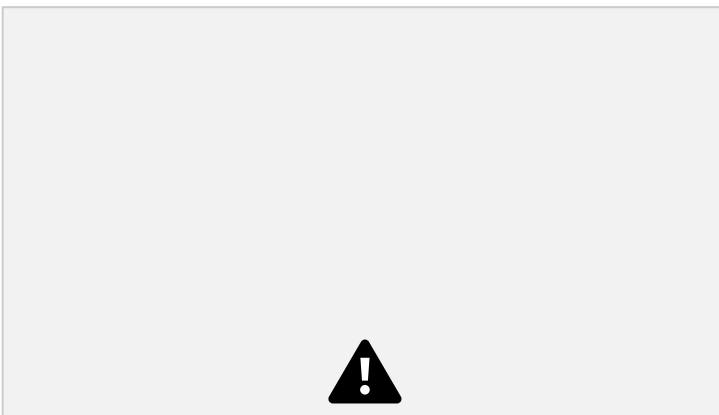
- ★ I – Superior: 176-220 points
- ★ II – Excellent: 132-175 points
- ★ III – Good: 88-131 points
- ★ IV – Fair: 44-87 points
- ★ V – Poor: 0-43 points

This year, all Cannon students in AP French received a superior rating for their research and presentation. French students wrote a research essay and presented on the topic of the plight of women emigrating through North Africa.



Interprétation d'une peinture française
By Vanessa Spallone
Trinity Preparatory School

Last Spring after a couple of weeks of remote learning, I could tell my French III students were running out of steam. We met every other day following a block schedule via Google Meet, and I felt [Automne 2022 18 SERIE 50. N.1](#) it was time to switch gears and do



something creative and different. My colleague in the Fine Arts department inspired me by sharing pictures of her students posing as characters in famous paintings. Some were hilarious, others incredibly faithful to the original. I loved it! So I decided to give this project a

French twist by incorporating a little bit of grammar along with some French reading, writing, and speaking practice mixed with a bit of technology integration, history, art, and a lot of creativity. This project was done using Book Creator and approximately took two block days and time outside of class for the reenactment of the painting. I created one book for the entire class, which works great if you have the free version, made each student a collaborator, and gave them each a page to complete the project. If you have a few

mischievous students in your class, I suggest you ask each student to create their own book and make you, the teacher, a collaborator. Then, you can combine them all in one book without any unwanted edits! The project: First, I asked each student to select a French painting that appealed to them no matter the reason. They were to read about the painter and the story behind the work of art (preferably on a French website.) Next, they were to write in the target language in a Google Doc shared with me and explain why they had selected that particular painting using a conditional sentence as the introduction: “Si j’étais une peinture française, je serais ... parce que ...” Was it the era that attracted them, the scenery, the colors, the style, the humor of the painting, the characters, their appearance? This exercise turned out to be a fantastic and painless way for students to review novice vocabulary such as colors, physical descriptions, clothing, animals, rooms of the house, food, etc. While everyone was working on their paragraph, I met with each student individually in a breakout room where we went over their draft, and I gave them personalized feedback and help. They left the breakout room to polish their work on their own. Once their paragraph was finished, they were ready to record themselves reading their work in Book Creator. Last but not least, la cerise sur le gâteau: they recreated the painting with whatever they could lay their hands on at home (we were quarantined), took a picture of the scene, and added it to their page in BookCreator. I made it clear that I wanted them to have fun with it, and according to the Google Form End-of-Year questionnaire I got back, they LOVED it! So did their parents and my administrators (share your students’ work and promote your program!) Here’s the final product:

<https://bit.ly/spalloneBookCreator>

Here's the rubric: https://docs.google.com/document/d/1ympk0I5_3CJz5ZACKLnsfonyw_jf3YUCN4CltZN-aR8/edit?usp=sharing

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LE FRANÇAIS À ARNAUVILLE.
BY SANDRINE COLOMB
Interlake High School, WA

Tours by Marguerite a organisé une formidable excursion à Arnaudville, en pays cajun, où les participants ont rencontré les acteurs



de la revitalisation du français. Entre le séjour dans les maisons d'hôtes historiques, le centre NuNu Arts and Culture Collective, et la visite de l'écomusée de Vermillion Ville , les participants se sont retrouvés immergés dans une communauté francophone vibrante. Le NuNu Arts and Culture Collective est un centre qui accueille les artistes et organise des activités culturelles. Au moment de notre visite, deux artistes locaux ont exposé leur travail : Cynthia Alleman et Janelle Hébert.

Oiseaux en papier, en tissu , en bois , exotiques ou multicolores, Janelle utilise différents supports pour exprimer ses émotions et son amour pour les animaux. « A Bird in Hand » NuNu 9 juin – 28 aout. L'auteur illustrateur cajun Cynthia

Alleman a écrit des livres en français, témoins de la vie locale. Le coton jaune rappelle l'importance de cette activité dans la culture cajun, tandis que Le courir de Mardi gras décrit cette célébration bien différente de celle de La Nouvelle Orléans. Admirablement illustrés par des peintures acryliques originales ses livres feront le bonheur des enseignants de français.

Enfin, le *Centre d'immersion linguistique et culturelle Saint Luc* propose des séjours alliant langue française au riche héritage de la région depuis 2013.

A Arnaudville, on lâche pas la patate !

ACTIVITÉ : LE COTON JAUNE DE LA LOUISIANE

<https://docs.google.com/document/d/1bDsXLyUrxnzzebO9SxDt03Hl6g943SeyzPXMJ-9mYfE4/edit?usp=sharing>

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**CALENDRIER DES
PROCHAINS**



EVENEMENTS



Rendez-vous à Trois-Rivières pour notre convention annuelle de 2022

July 23 - 26, 2023 Annual AATF Convention

Trois-Rivières, Québec

December 5, 2022 Creative Writing Contest Deadline

December 15, 2022 Call for Call for AATF Convention Proposals Deadline

December 20, 2022 National French Week Media Contest Deadline January 9, 2023

Francophone Studies Stipend Deadline February 6, 2023 SHF Writing Contest

Deadline February 15 - April, 5 2023 Le Grand Concours 2023

