



Le Réverbère

AATF de Philadelphie



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Chères Collègues, Chers Collègues,

La Fête de la Bastille s'est passée merveilleusement autour de la Francophonie et ici à Philadelphie! Et ce sont les grandes vacances, un moment où on se sent plus léger, plus détendu. Oui, c'est la saison où nous retrouvons notre équilibre, respirant plus profondément. Et c'est l'époque où on profite de l'esprit moins surchargé par le train-train du quotidien de l'année scolaire pour lire, étudier et se développer. Nous, les enseignants, ne nous arrêtons jamais d'apprendre, que ce soit chez nous, en voyage, à la plage ou à la montagne. C'est une belle soif d'explorer et de découvrir que nous passons à nos élèves, à nos étudiants.

Un objectif primordial de notre chapitre, AATF-Philadelphie, est de répondre à cette soif, de fournir aux membres des outils et des ressources, des événements et des interactions, qui puissent vous inspirer tout en vous aidant à mieux travailler avec vos élèves. A ce but, nous vous révélons très bientôt **le nouveau site web super sensass du chapitre**, le travail très dédié d'Edith Guay et de Chris Kimball-Kelly; nous vous invitons à vous y balader souvent. De plus, **notre atelier d'automne du 16 septembre vous offrira une présentation à ne pas manquer de Catherine Ousselin!** Sa focalisation sur **les activités communicatives** enrichira vos cours tout le long de l'année. **Et cette publication, le Réverbère, un outil de communication incontournable**, continuera de vous offrir articles, nouvelles, annonces, leçons et plus. Soyez aux aguets pour les numéros du **14 juillet**, de **la Semaine du français** et de **Mardi gras**.

Nous, vos *Présidentes* et tous les membres du *Conseil Exécutif de Philadelphie*, cherchons à mieux vous connaître, vos besoins, vos intérêts. Il est crucial que ce que nous créons comme programmes réponde à ces besoins. Donc, nous vous encourageons à vous mettre en contact avec nous fréquemment pour nous **communiquer** vos intérêts, vos questions, ce dont vous rêvez de pouvoir faire avec vos élèves. Nous sommes ici pour vous, pour vous écouter, pour vous répondre.

La Communication. Voilà notre thème dynamique de 2017-2018 qui nous unira tous!

Nous exprimons notre appréciation à toutes qui ont contribué des articles fascinants à ce numéro du *Réverbère*.

Bonne lecture. Et, bien sûr, Bonnes vacances!

A très bientôt,

--- Rochelle Ostroff-Weinberg

--- Dianne Goddard



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A Tribute to out-going EC member Susie Ledieu

It is indeed a privilege to write about our colleague Susie Ledieu. One of the greatest highlights of being a co-president of our chapter was the opportunity to work alongside Susie. Regardless of the program or issue at hand, Susie was always ready and willing to take on any challenge and move forward. I admired her creativity, her willingness to stay on task, and her sense of fairness. My very favorite moments were when we would get together to write our newsletters. We would set an hour and a half at the end of the school day, and we would end up working 3 hours, revising every turn of phrase while we generated ideas as to what we wanted to communicate to the members of our chapter.

Susie received a BA in French from the University of Colorado at Boulder, and she spent her junior year abroad at the *Université de Grenoble*. She earned a master's degree and teaching certification from the University of California at Santa Barbara, which included a summer at the Sorbonne and a teaching fellowship. At some point during that time she met her partner in life, Bernard. (I seem to remember that the story was that Susie worked in the same office and at some point extra help was needed, and Bernard suggested that the American girl should join in). Bernard and Sue were married and raised three children all of whom were born on different continents: Africa (Ivory Coast), Europe (France) and North America (Michigan).

In 1985 Susie returned to teaching French at Detroit Country Day School for 6 years which is when she joined the AATF, a commitment that she considered indispensable as a teacher of French! After a move to Philadelphia in 1991, and after completing the PA State Teaching Certification at Eastern University, she was hired by Villa Maria Academy where—for 14 years-- she taught all levels of French from French I to AP language and literature. During that time, she became a reader for the French AP Language Examination. It was during the years of serving on the EC that I got to know Susie.

In Susie's words: *I owe much to the AATF. I loved attending the conventions when I had the chance and I feel honored to have served with so many talented people dedicated to the teaching and promotion of the French language.*



Susie wishes she could have done more, but life's turns have taken her in a different direction. Over the last years, she has enjoyed spending her summers in France with her beloved Bernard.

Susie has a zest for life, and although she is no longer an official member of the AATF, her *joie de vivre* continues to permeate her life. Look at the picture of our Susie taking on yet a new challenge, as she participates in her first *vol de parapente au-dessus de Chamonix*! We are indeed so fortunate that Susie's generous heart, willingness to take on new challenges, and wealth of knowledge has touched us all.

Submitted by Rita Davis, The Agnes Irwin School



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National French Contest 1978-2017

The Philadelphia History

By Sister Mary Helen Kashuba

In the spring of 1978, Josette Smith, at that time Regional Representative for our area, came to visit me. I had just been elected President of the Philadelphia Chapter. Josette informed me that I had been chosen to be the National French Contest Administrator for our Chapter. Evidently she did not think that I might demur, since I do not recall even being asked if I would accept this honor! She told me that I had the support of generous colleagues at the College, who would certainly help both in the administration of the exam, as well as in the Awards Ceremony, which I would want to organize. That was the beginning and end of the information that I received.

I was somewhat familiar with the Grand Concours, since in my brief time as a high school teacher at Bishop McDevitt, Wyncote, my students had participated. At that time, they went to Temple University on a Saturday morning. In addition to the written exam, they participated in a poetry recitation contest. None of them won, although they were excellent students. They wrote about it in a French Newsletter that they edited, called *La Couronne*. The subway ride to Temple was a great field trip in the late 1950's, when students spent most of their time in the classroom. Sometime between 1960 and 1978, the administration of the Philadelphia Concours passed from Temple to Immaculata, and from there to me. The Concours itself had begun in 1935. Sid Teitelbaum, active early in its history, became National Director in 1970, a post which he held until 2005, when Lisa Narug, Assistant Director, succeeded him as National Director.

Thus, on a Saturday in March, 1978, I assembled 300 students on our campus. We had all the levels, 01-5, and each level needed a proctor and a tape-recorder (the old-fashioned reel-to-reel.) After the exam, we marked the tests, using a grid with holes punched to indicate the correct answers. In April, we had an Awards Ceremony in our College Auditorium, to which we invited the winners, their parents, friends, and families. Most attended, and we honored three national winners, several regional winners, and many local winners.

At that time, we could administer the Concours only on one Saturday, in one location, and only to students of AATF members. Our numbers began to increase, students of non-AATF members could participate, and soon we reached (or exceeded!) our capacity of 1200 students. We used every available spot on campus, including the Dining Room, the attic, corridors, everywhere! My work-study students helped me to count exams, and to prepare lists and index cards, which students would receive upon arriving on campus, indicating their level and room number. We typed all of them by hand! Computers were coming into existence, but not yet in common use. Student volunteers escorted the visitors to the rooms. Teachers from participating schools acted as proctors, eventually bringing tape recorders with them, since we could not supply enough from the College. The numbers of exams made hand marking very difficult. One of my colleagues who was also teaching at Drexel University at the time offered to have the exams scored by computer. I eagerly accepted, and devised a system of codes for the teachers and the schools. I learned how to generate lists on the computer to communicate the results to the schools. We did not use e-mail at the time, so all correspondence passed through the U. S. Postal Service.



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In 1990, I was elected Regional Representative, and learned that my new job also included overseeing the results of the Concours for our Region. Thus, in addition to the local winning answer sheets from our Chapter, I received those from all the other winners in New Jersey, Pennsylvania, Delaware, Maryland, Washington DC, and Virginia. They came in all sizes and shapes, from the blue answer sheets marked by hand with the famous grid, to small scantron sheets, to any other variety you can imagine. From this, I generated a list of regional winners, who also received awards, which I, as Regional Rep, chose. We sent the list to Sid Teitelbaum, the National Director, and he sent us the National Winners. As Regional Representative, I pleaded for national computer scoring, despite Sid's hesitations. He finally accepted after much persuasion, in the mid-nineties. He also allowed us to eliminate the regional awards, so that students would be honored only at the local and national levels.

Meanwhile, it seems that we had done such a good job of promoting the Concours that the numbers became unmanageable. A colleague at Cherry Hill East, Renée Rollin, offered to host the New Jersey schools. We chose an alternate Saturday, and I traveled over there to supervise the administration. My own numbers at Chestnut Hill College made it impossible to change the date, since we had to clear the College of any other event on that day. Someone once inquired about a snow date, to which I responded that it never snows on the day of the National French Contest! (It did, but only once.) However, students were less and less free to come on Saturday mornings, since they were involved in many other activities. Each year, the numbers of drop-outs grew. We had to allow exceptions to the official date. Teachers asked to administer the exam in their own schools. At first we granted permission rather cautiously, then allowed it on a single date, either in the schools or at Chestnut Hill. We chose a date during the spring break at the College, in order to accommodate the large numbers who still chose to come here.

Meanwhile, the annual *Distribution des Prix* had outgrown the Auditorium. We had students sitting on the floor and on the stage in order to accommodate all who came. We moved to the Rotunda of St. Joseph's Hall, where students sat on the steps and along the upper floors. In 2004, Martino Hall opened with a large multi-purpose area, Sorgenti Arena. It was large enough to accommodate everyone. In the early days of the Awards Ceremony, we distributed books to the winners. It was "très français," but choosing the appropriate books for each level became a monumental task. We were able to get generous discounts from publishers, and I spent much of my time at the annual Northeast Conference soliciting help from many of them for awards. National winners also received books and eventually Olympic medals. We hand-lettered the certificates before this could be done on the computer. In the late 90's, we changed from books to trophies and plaques for local winners, which we eliminated in 2015 when the number of national winners increased dramatically with the new system implemented by Lisa Narug. We also held the Awards ceremony in late April, which soon became a conflict with College activities and limited parking. Around 2001, we moved it to a date after graduation, and eliminated a few more conflicts.

In 2005 we allowed the exams in the schools and eliminated the event completely at Chestnut Hill. At this point, a large part of the work consisted in counting out the exams and cassettes (later CD's) for each level and mailing them to the respective schools, a job undertaken by my work-study students. By 2000 the numbers had grown close to 3,000 participants. With all the effort in the world, we never got it totally right. Neither did the teachers! Students waited until the last minute to sign up, then dropped out, or were absent the day of the exam. We had many emergency over-night mailings, and in some cases last minute deliveries and pick-ups. Yet we managed to accommodate every student and every school.



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A great milestone came in 2016, when the Grand Concours went on line. Although some teachers preferred to keep the paper and pencil version, Lisa Narug assumed responsibility for all the orders, thus eliminating the counting of exams and all the paper-work involved with payment. Although I appreciated the freedom from the details, I missed the contacts with teachers. I received many questions, of course, and didn't always have the answer! We continued with the *Distribution des Prix*, which proportionately drew fewer students out of the 600 winners and the 300 additional eligible *mention honorable*, yet numerically, they filled Sorgenti Arena! As of 2017, our fortieth *Distribution des Prix*, we had over 600 people in attendance: students, their families and friends, and their teachers. The Jenkintown High School Chorale delighted us for the second year with the Star Spangled Banner, the Marseillaise, and other musical selections.

As a veteran of 40 years, I have many happy memories. I have met thousands of students, some of whom have come to Chestnut Hill College, or later crossed my path in other ways. I have come to know most of the French teachers in the Philadelphia area, either through correspondence or in person. I have worked to promote French, and seen our numbers remain constant or increase in most schools in our area. Our Concours participants have grown from 300 in 1978 to almost 3,000 in 2017. I have profited from the help of my students and my colleagues, at Chestnut Hill and in the various schools. And despite the mounds of papers and prizes, I have enjoyed my experience. Thanks to all of you, past, present, and future!

Sister Mary Helen Kashuba
Chestnut Hill College
kashubam@chc.edu.



Thank you Sister, for 40 outstanding years of service and commitment to our students!





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A review of...

Tous aux urnes !

A French Presidential Election Workshop

with Julien Suaudeau, from Bryn Mawr College



If you have never had the opportunity to hear and participate in a presentation by Julien Suaudeau, now you know: GO! The depth of his knowledge seemingly knows no bounds. He is engaging, thoughtful, and just might make you consider an alternative perspective to your own.



He presented the history of the current electoral system for the 5th Republic that began at the end of WWII. It was interesting to learn how different the French and American systems are. For example, the French President elects the Prime Minister who is not necessarily from the same party, and that person names the ministers, creating a co-habitation of sorts.

When they all meet, as the president looks out upon the assembly, those to the left are the leftists, the center the centrists, and to the extreme right would be Le Front National.

France has never experienced McCarthy-ism. Socialism and Communism ne sont pas de gros mots!

https://docs.google.com/document/d/19_oy2QuLRjwAqljcKKWUiQWuL2ribS1RO9MVVfw14Qc/edit



Merci, Julien!

In the voting booth itself, you must first take each of the cards with the candidates' details so that it is not obvious for whom you are voting. Once in the booth, you put your choice into an envelope and throw out all the other cards. You exit the booth and present your ID again before dropping your envelope into a clear container, "un urne", at which point, the ID checker announces, "*a voté*".

Click on the link above to view his presentation that is loaded with links to all kinds of interesting, diverse, and in depth links, from France's version of the Simpsons skewering politics to how to use political cartoons in the classroom to how France has transformed politically since the revolution. Fascinating!



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Le Coin de la Francophonie:

Autour de la Francophonie on fait la fête du 14 juillet: focus on DOM-COM



La fête nationale! Let's zoom in on how DOM-TOM, called DOM-COM or DROM-COM since 2003, celebrates la fête de la Bastille to enhance your teaching of holidays and festivals. You will find sites to help learners understand the definition of DOM-TOM or DOM-COM. So far from la Belle France, DOM-COM? What is it? Where is it? Let's learn.



(St-Pierre-et-Miquelon)



The DOM-COM-Bastille piece is designed as a cultural unit. It can easily be a way to teach your students



(la Polynésie Française)



to master DOM-COM geographically; this would definitely widen their appreciation of the worldwide expanse of la Francophonie! You will find websites, with links which provide a foundation on DOM-COM, followed by a separate link to sites on la fête du 14 juillet for each DOM-COM entity; here, I have laid out comprehension questions. It's an amazing celebration; so, let's play some games.



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The photos and maps that begin on the above page follow, clockwise, beginning with St-Pierre-et-Miquelon, the different DOM-COM areas, as shown on the DOM-COM map at the very top of the introductory page. It's the DOM-COM clock... Play it as a game!

Bonne exploration!

Bonne découverte!

Bonne fête!

--- *Rochelle Ostroff-Weinberg*

DOM-COM, Qu'est-ce que c'est? : <https://docs.google.com/document/d/1dKtsZpDz7E2rKbcYlp17Z1RtKiSDs9KFidiPrv9ENiE/edit>

Sites Web avec Activités d'exploration et de compréhension:

<https://docs.google.com/document/d/1PcOGVfavMLo2m1vXCQEnDBci9Aeo1I-4MvIdSKbutzE/edit>

Let's play some games: <https://docs.google.com/document/d/1wFoUQe-aYU0C9adQKZLIPv2j5qJf78QDxlyCjuqYC5A/edit>

Sources: https://docs.google.com/document/d/1bmgTn-sEPcSehVxTfAl5iE9U6VpaWQMhXQ_22N3XbJI/edit



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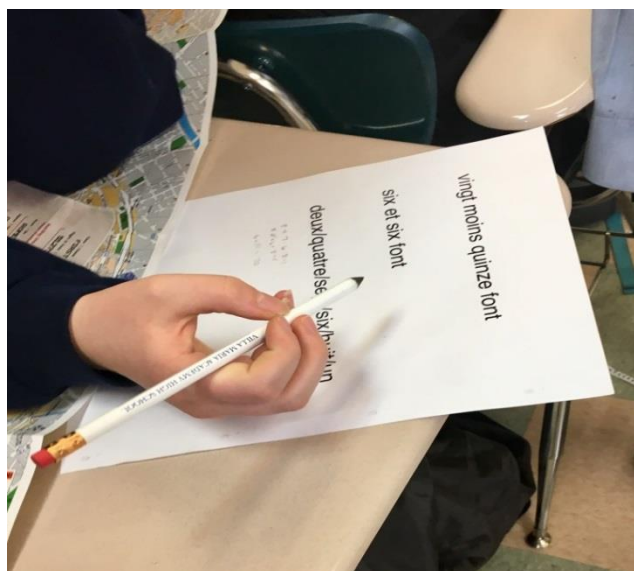
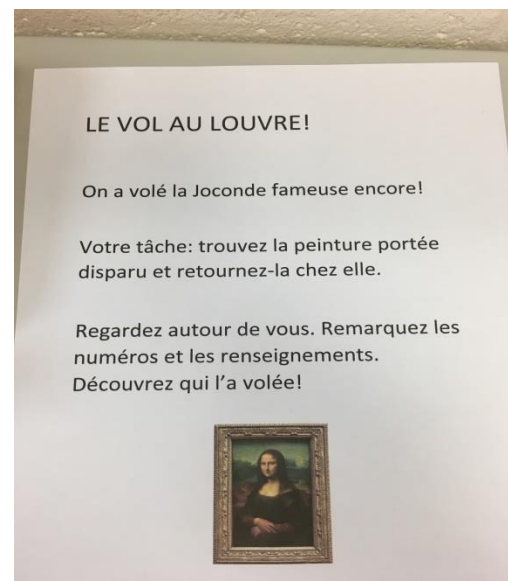
Breakout EDU: Échappons-nous!

Let's escape passive learning by giving students an active and immersive learning games platform where players use critical thinking, collaboration, creativity, and communication to solve a series of challenging puzzles in order to open a [final] locked box. It is basically the educational equivalent of the popular "Escape the Room" phenomenon where players use clues, collaboration, hints, strategy, and intuition to solve a series of puzzles and "escape the room" within a specific timeframe (typically one hour).

I was first introduced to Breakout EDU by our Academic Technology Specialist during a VMA January 2017 professional development "unconference" session that I elected to attend along with several colleagues (from the world language, social studies, math, and science departments). Our mission was to "breakout" by solving a communications-themed challenge involving Morse code, hieroglyphics, math and scientific clues. I am happy to say that we collaborated, communicated, applied creative and critical thinking skills, and contributed our respective talents to ultimately solve the mystery and "breakout"!

During our session, we were also introduced to the Breakout EDU website (breakoutedu.com) where many valuable resources can be found, including a library of games (such as the one we played) which can be used or adapted to meet specific goals.

Some of the game categories are: history, general interest, math, science, technology, languages, ELA, seasonal, Back-to-School, etc. One can also search for specific themes, cultural topics, etc.



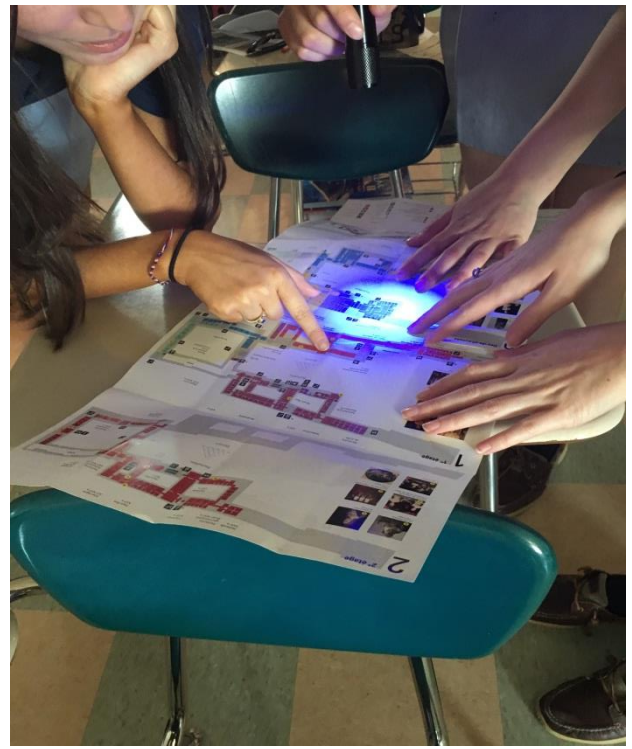
As a result of this experience, I purchased 2 Breakout EDU kits for our department – 2 kits so that larger classes could be divided into 2 teams, if necessary. I planned on using these kits with my students as soon as they arrived. However, there is a lot of planning and preparation involved in creating a Breakout EDU. Therefore, I must admit: I procrastinated a bit. To the rescue: the AATF April Bulletin which featured an article on Breakout EDU and games available on the AATF French Teaching Resources Wiki (EDU Breakouts). Currently there are only 2 games on this site (1. Louvre Heist; 2. L'Évasion des Scientifiques). I selected the Louvre Heist game ("Le Vol de la Joconde") created by Ellen Kotzin. It was amazing, and it can be used for many levels.



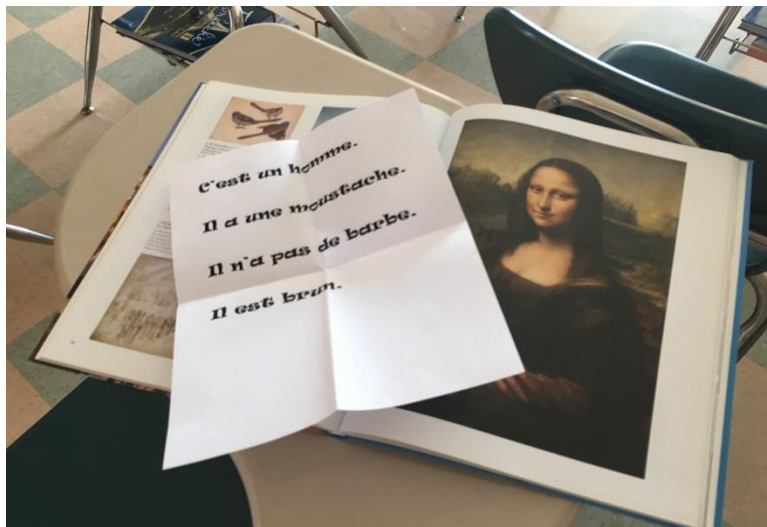
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I decided to offer this opportunity to my Honors French 3 and Honors French 4 students on their last day of classes. My Honors French 3 students were divided into 2 teams of 8; my Honors French 4 students formed one team of 4 (the seniors were no longer on campus). In advance of our experience, I did a dry run with our Academic Technology Specialist to make sure that everything went smoothly and nothing had been omitted or overlooked. This was critical to the success of the game. Students were given 30 minutes to solve the puzzle. Just as in the “Escape the Room” scenario, I gave students clues when needed or requested such that they were usually able to solve the mystery within the allotted 30 minutes. I supplemented the provided resources with a map of the Louvre (which most of us have), a book on the Louvre, a replica of La Joconde, and other relevant realia. Among the resources provided by Ms. Kotzin was a video showing exactly how to prepare and execute the plan.



Students loved and embraced this challenge. It was interesting to see how each student brought something different to the table. While I used this as an end-of-year activity, it could also be used for *la rentrée* (and anytime in between). Of course, I took photos of students participating in this activity and sent them to our communications director for placement on our website and in our weekly electronic newsletter: always promoting le français! I look forward to using this activity next year with all of my classes. While the clues were in the target language, and I insisted that students speak in the TL, this task can be modified for all levels.



The next Breakout game that I plan to use is one that is on the Breakout EDU website: *Au Temps de Louis XIV*. I love this game because it encompasses so many components: history, culture, language, geography, etc. The sky is the limit now that I have discovered Breakout EDU. In fact, I had the pleasure of attending a session on Breakout EDU at the recent AATF conference in St. Louis. Krista S. Chambless, PhD, University of Alabama in Birmingham, and Sandrine Hope, PhD, Tuscaloosa Academy/University of Alabama Birmingham presented “Échappons-nous! Une méthode pour développer une perspective globale”. The session began with an “escape” activity where we were divided into 4 groups. We were given clues based

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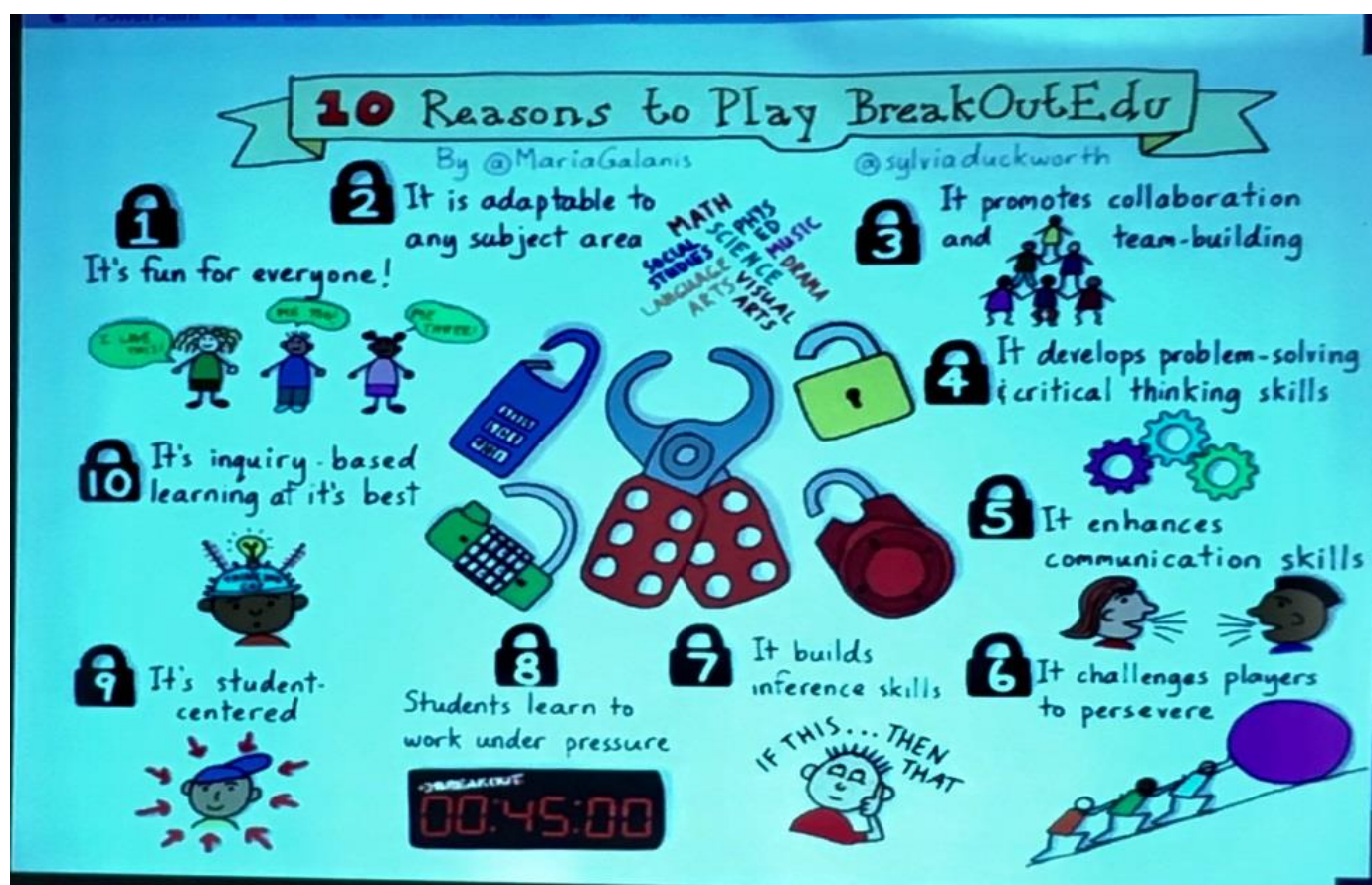
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on a randomly assigned level (novice, intermediate, upper intermediate, advanced). I am happy to report that our group (advanced) escaped the room. What I learned from this experience was that one could conduct this activity targeting students at different levels in the same class (without their knowledge of being classified).

I am including Krista's and Sandrine's "top 10 reasons to use Breakout EDU" along with pictures from the "Vol de la Joconde" activity.

submitted by Dianne Goddard, Villa Maria Academy





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Calendar of Events

16 SEPT 2017	AATF Workshop: Catherine Ousselin - <i>Activités Communicatives pour tous les niveaux et si on en causait?</i> at Chestnut Hill College
4 NOV 2017	MLAPV Workshop: <i>Teaching with Comprehensible Input: the Why, What and How</i> with Michelle Kindt at Chestnut Hill College
1-7 NOV 2017	National French Week Social Event, (date, time, location to be determined)
8 JAN 2018	AATF Movie Night at Bryn Mawr Theater
FEB 2018	The Revolutionists – stayed tuned for further info about this play
April 2018	AATF Spring Workshop (to be determined)
15 May 2018	Le Grand Concours Award Ceremony at Chestnut Hill College
18-21 JULY 2018	AATF National Convention in La Pointe-du-Bout, Martinique



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