



Recreating Camelot

Etape 2 – The movie Jackie

<p>Enjeu de l'étape 2 : Découvrir le film et approfondir ses connaissances sur Jacqueline Kennedy tout en explorant la vision projetée par le réalisateur Pablo Larrain grâce à une interview du réalisateur et de l'actrice principale N. Portman afin de permettre aux élèves d'avoir des arguments pour pouvoir alimenter leur critique de film.</p>			
<p>Objectifs principaux visés Emettre des hypothèses sur le film et les vérifier en regardant la vidéo Première approche du film et premières réactions Comprendre le drame psychologique et les différents visages de Jacqueline Bouvier-Kennedy Faire un travail de recherche sur personnages clefs et transmettre ces informations.</p>			
<p>Support principal utilisé : Jackie Featurette - Creating Camelot (2016) - Natalie Portman Movie https://www.youtube.com/watch?v=1ED8Xv5d0-g</p>			
<p>Nombre de séances : 4</p>			
<p>Utilisation du numérique : Padlet Padlet 1 : Anticipation (notes prise par un élève) https://padlet.com/zylka7anne/18wyxyh0wlei Padlet 2 : Réactions des élèves post bande annonce https://padlet.com/zylka7anne/ns2vgoxvq3ho Padlet 3 : Travail collaboratif d'aide à la rédaction https://padlet.com/zylka7anne/qxppy3jjiyhq Padlet 4 : Mutualisation des recherches des élèves https://padlet.com/zylka7anne/q0rsituqeph3</p>			
<p>Objectifs visés :</p>			
<p>Objectif Culturel</p>	<p>Objectif lexical et grammatical</p>	<p>Phonologique</p>	<p>Socio-pragmatique</p>
<p>Jacqueline Bouvier/Kennedy</p> <p>Le monde cinématographique : Pablo Larrain and N. Portman</p> <p>Présidents des USA</p>	<p>Vocabulaire du cinéma : opening scene, set in, music, lead role, performance, perform, director, conjure up, reveal, focus on.</p> <p>Adjectifs descriptifs : doc compréhension orale</p> <p>Vocabulaire lié aux émotions : striking, touching, tragic.</p> <p>Vocabulaire apporté par les élèves : faits historiques</p> <p>Grammaire : adverbes (absolutely, undeniably, merely, utterly, strikingly) et présent de narration</p>	<p>Accentuation des mots clefs lors de la prise de parole en présentation.</p> <p>Mise en voix du nouveau lexique apporté par les élèves.</p>	<p>Prendre la parole et attirer l'attention.</p> <p>Relever des informations et hiérarchiser.</p> <p>Registre de langue et prise de parole.</p> <p>Percevoir les propos pertinents à une critique.</p>
<p>Activités langagières travaillées : Compréhension orale, production orale vers production écrite.</p>			



Recreating Camelot

Etape 2 – The movie Jackie

DEROULEMENT DU PROJET

SEANCE 4

Activity 1 – Présentations orales (3) + phrases amorces au tableau (10 min)

Myths are part of societies... / As I understand the term, a myth is... / A myth allows people to cope with.../ It creates... / Truly enough ... / It is embraced or not by people and... / As a conclusion... / I would argue that...

Introduction liant la problématique du projet à la notion :

- **Support utilisé** : phrases amorces au tableau et présentation des élèves
- **Modalité de travail** : individuelle
- **Activité langagière** : production orale en continu et compréhension orale

Consignes de mise en activité et réponses attendues

1. Listen to your classmates and take down elements you had not mentioned in your own presentation.

Réponses possibles: *Myths are part of societies – especially the American society / As I understand the term, a myth is a story people have accepted and believe in - so it is meaningful / People can relate to this story / A timeless story people react to and respond to not only intellectually but emotionally / It gives a sense of belonging, of unity and of identity / It expresses worldview values, a certain truth / It allows people to cope with difficult time / A myth creates an idealized picture of life : coherence, harmony / life is worth living.*

As a conclusion, a myth works like a social cement used to bond people / role in the creation of a sense of national identity.

When it comes to the 60s in the USA, the Kennedy administration is linked to/associated with the Camelot myth / Truly enough, the assassination came as a national trauma and the end of innocence for many Americans / I would argue that this myth in particular has remained associated with the Kennedy.

Ecrire nouveau vocabulaire au tableau (les synonymes par exemple : *to relate to/to cope with/ to be associated with/ to give a sense of belonging/ to create a sense of national identity/ to bond people*)

Activity 2 – The movie Emettre des hypothèses sur le film.

- **Support utilisé** : aucun
- **Modalité de travail** : groupe de 2
- **Activité langagière** : production orale

Consignes de mise en activité et réponses attendues

1. What do you think the film Jackie is about ? Discuss. (1 min)

Réponses possibles : *Eponymous title so centered on Jackie, biography, a documentary, a psychological movie.*

2. Share with class. One student write notes on Padlet. (4 min)

Activity 3 : Compréhension orale : Jackie

- **Support utilisé** : Jackie Featurette - Creating Camelot (2016) - Natalie Portman Movie
- **Modalité de travail** : groupe classe puis individuelle. Consigne 3 en groupes de 4. (choisir au moins 2 groupes avec les mêmes questions)
- **Activité langagière** : compréhension orale vers production orale



Recreating Camelot

Etape 2 – The movie Jackie

3

Consignes de mise en activité et réponses attendues

1. Watch the video and compare with your hypothesis. React. (4 min)
Réponses attendues : *Not what I expected, different, emotional, sad, strange.*
2. Watch again and say what strikes you in this extract. (4 min)
Réponses possibles : *Music, flashbacks, various personalities, the voice of Jackie, the sound of the bullet, the music.*
3. Each group has a series of questions they need to answer. Watch the video as much as you need (iPads or phones) and answer the questions you have chosen. (Doc 1) Les élèves se répartissent les questions dans chaque groupe. Share your answers with your group and choose a spokesperson who will share your answers with the class. (5 min)
4. Share answers and complete your form. (10 min) Detailed correction can be consulted on the following Padlet : <https://padlet.com/zylka7anne/ldzpbtx4ilaz>

Activity 4 – RECAP What do you know NOW about the movie ? Pause récapitulative orale sur le film. (5 min)

- **Support utilisé** : aucun
- **Modalité de travail** : groupe classe
- **Activité langagière** : production orale

HOMEWORK : learn vocabulary (nouveau vocabulaire issu de la compréhension orale) and relative pronouns. Annonce d'un test lexical le cours suivant.

In groups, prepare a fact sheet (doc 2) on one of the following people and present your research to the class. This work will be due in two weeks.

Group 1	Garvey
Group 2	Mac Kinley
Group 3	A. Lincoln
Group 4	Mary Todd
Group 5	Jacqueline Bouvier (before marrying JFK)
Group 6	Jackie Kennedy
Group 7	JFK



Recreating Camelot

Etape 2 – The movie Jackie

SEANCE 5

4

Activity 1 – Rebrassage permettant de revoir les adjectifs descriptifs et l'utilisation des pronoms relatifs (Padlet)

- **Support utilisé** : aucun
- **Modalité de travail** : individuelle puis en groupe de 2 pour consigne 4
- **Activité langagière** : production orale vers production écrite

Consignes de mise en activité et réponses attendues

Prise de notes par un élève sur Padlet

1. Name at least one new thing you learned about Jackie Kennedy
2. Find one adjective you used to describe Jackie Kennedy before watching the trailer
3. Find one adjective you would NOW (after watching the trailer) use to describe Jackie Kennedy (3 min)
4. Mutualisation (10 min)
5. In a few lines, summarize orally the movie based on what you saw in the trailer. Identify the director and lead actress and briefly describe them. Share with your partner and prepare a collaborative summary : 5 sentences maximum. Share with class. (5-10 min)

Activity 2 – Test de connaissances. Vérification des acquis et utilisation de ces acquis dans un court texte. (doc 3)



Recreating Camelot

Etape 2 – The movie Jackie

5

SEANCE 6

Activity 1 – Rebrassage Your reactions to the trailer

- **Support utilisé** : vidéo 'Featurette'
- **Modalité de travail** : par groupe de 2
- **Activités langagières** : production orale vers production écrite

Consignes de mise en activité et réponses attendues Prise de notes par un élève sur Padlet

1. **With your classmate, discuss your reaction to the trailer: surprised? Disappointed? Justify with examples and fully explain your opinion.**

Activity 2 – Entraînement à la production écrite

- **Support utilisé** : vidéo 'Featurette'
- **Modalité de travail** : par groupe de 2
- **Activités langagières** : production orale vers production écrite

Consignes de mise en activité et réponses attendues Rédaction sur Padlet.

<https://padlet.com/zylka7anne/ns2vgoxvq3ho>

1. Discuss your initial reaction to the trailer.
2. Choose one of your classmates' text and propose a correction. Remarque : cibler quelques point de correction à apporter car difficile pour les élèves. Idéalement, choisir un des textes ou plusieurs et travailler soit en groupe classe, soit en petit groupe sur le texte choisi avec points précis à améliorer (choix du vocabulaire avec synonymie, grammaire avec forme passive, structure du texte et cohérence avec répétitions et connecteurs logiques) <https://padlet.com/zylka7anne/qxppy3jjyihq>



Recreating Camelot

Etape 2 – The movie Jackie



SEANCE 7

Activity 1 – Rebrassage et correction du test

- ***Support utilisé*** : aucun
- ***Modalité de travail*** : groupe classe
- ***Activités langagières*** : production orale vers production écrite

Consignes de mise en activité et réponses attendues

1. Say what the movie is about in 10 sentences maximum.

Activity 2 – Présentations orales des élèves _Evaluation par les élèves et prise de notes dans le but de rédiger un court texte sur l'un des personnages présentés.

<https://padlet.com/zylka7anne/q0rsituqeph3>

HOMEWORK With the information you have collected, write a short text about...

(10 sentences maximum)



Recreating Camelot

Etape 2 – The movie Jackie



ANNEXES

Doc 1 - Video Questions to be answered

Recreating Camelot - Doc 1	Video : Featurette Creating Camelot
GROUP 1 : Focus on Jackie	
What is the film about ? 2 sentences max.	
Identify the various roles Jackie has in this movie.	
Identify one important quality Jackie has that is mentioned by Scott Franklin.	
If you had to qualify Jackie, what would you say ? How does she appear to you ?	
GROUP 2 : Focus on the funeral	
Does Jackie have a role in her husband's funeral arrangements ?	
Identify what she says about the funeral.	
Before the funeral, Jackie needs to prepare another event. What is it ?	
Why does Jackie want the children to be present at the funeral ?	
GROUP 3 : Focus on Myth-making	
What scenes are a direct representation of Camelot ?	
According to Noah Oppenheim, what did Jackie manage to create ?	
How does she want to get off AIR FORCE ONE ? What does it tell you about her ?	



Recreating Camelot

Etape 2 – The movie Jackie

Video - Doc 1/ Teacher's answers: <https://padlet.com/zylka7anne/ldzpbtx4ilaz>

Recreating Camelot	Video : Featurette Creating Camelot
What is the film about ?	It's about the 4 days following the assassination of JFK and Jackie is the center of attention : how she handles the situation and cope with the grief . The film focuses on the private moments when she is by herself away from the media .
What scenes are a direct representation of Camelot ?	The opening scene with the musical on and Jackie's words at the end. The opening image of guests at White House for performance. Oval office = Round Table ? The round orange carpet that Jackie is inspecting on all fours . Guards and scenes of state pomp (soldiers in uniform, white buildings, balls and ball gowns, Cinderella, flags). 'People like to believe in fairy tales. Camelot', 'It's been reprinted all over the world. Maybe that's what they'll believe now', 'Don't let it be forgot, that for one brief, shining , moment there was a Camelot'.
Does Jackie have a role in her husband's funeral arrangements ?	Yes, she wants an unforgettable procession/ funeral train with horse-drawn carriages .
Identify what she says about the funeral	'We must get this right'. She wants a big beautiful procession. She does not want people to forget who her husband was. 'Let's get this right. A big, beautiful procession people will remember'.
Before the funeral, Jackie needs to prepare another event. What is it ?	She has to celebrate her son's birthday.
Why does Jackie want the children to be present at the funeral ?	Two heartbroken, fatherless children , ie her way to connect with the American people. Very powerful image which will move people and make them react because they can recognise her story as theirs. Identification. She knows how to relate to the American people .
Identify the various roles Jackie has in this movie	<ol style="list-style-type: none"> The First Lady : redecorating the White House - The White House Tour - organizing party, balls. She wants to be part of history - public visit s- very royal appearance, giving orders on Air force One, organising the funeral The wife : in love, heads over hill, the perfect couple.



Recreating Camelot

Etape 2 – The movie Jackie

	<ol style="list-style-type: none"> 3. The mother : announcing the death of their father, preparing the cake 4. The widow : lonely woman, isolated, wandering in the White House, organising the funeral 5. The icon, the symbol of fashion, elegance, very sophisticated, her voice 6. A depressed human being : smoking, drinking, upset, shocked, dumbfounded, silent, almost lunatic, traumatized, irrational, who needs to speak the unspeakable, who needs to confess / to confide in / to mourn her beloved husband/ who needs to heal. 7. The vulnerable girl, almost out of place, shy, disoriented, feeling of not belonging (rapid scene on arrival at Dallas with crowds and JFK).
<p>According to Noah Oppenheim, what did she manage to create ?</p>	<p>She never receives the credit for what she has managed to do. She is a genius at myth-making and image creation as well as crafting the mythology of Camelot.</p>
<p>Identify one important quality Jackie has that is mentioned by Scott Franklin.</p>	<p>She knows how to connect with people.</p>
<p>How does she want to get off AIR FORCE ONE ? What does it tell you about her ?</p>	<p>She wants to go through the front door in a blood-stained outfit. She is determined to show the world a certain image, a continuity even after death, the create the context for national mourning (myth-making) rather than discretely “disappearing” through the back door (‘I will not sneak out the back door. I’ll go out the usual way. We all will’.</p>
<p>If you had to qualify Jackie, what would you say ? How does she appear to you ?</p>	<p>Sophisticated, elegant, manipulative, cold politician, bossy, addicted, depressed, mysterious, unreal, strong, intense, clever, she’s got style and substance, superficial, shallow, childish, determined, admiration for her, distant, cool-headed, fake, actress, lonely.</p>

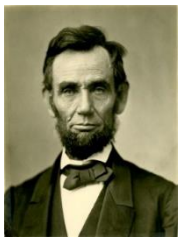
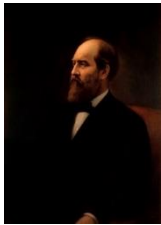
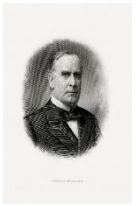


Recreating Camelot

Etape 2 – The movie Jackie

Doc 2 - RESEARCH

FACT SHEETS / Notes





Recreating Camelot

Etape 2 – The movie Jackie

Peer evaluation

Evaluator :	Evaluee :	S'adresser à un auditoire		
		Acquis	En cours	Avec difficulté
Critères				
Peut développer un exposé de manière claire et méthodique en soulignant les points significatifs et les éléments pertinents.				
Peut s'écarter spontanément d'un texte préparé pour suivre les points intéressants soulevés par les auditeurs en faisant souvent preuve d'une aisance et d'une facilité d'expressions remarquables.				
Peut faire la synthèse d'informations issues de source différentes et en rendre compte.				
La prononciation est claire et naturelle.				
Peut répondre aux questions posées et reformuler si besoin.				

Peer evaluation

Evaluator :	Evaluee :	S'adresser à un auditoire		
		Acquis	En cours	Avec difficulté
Critères				
Peut développer un exposé de manière claire et méthodique en soulignant les points significatifs et les éléments pertinents.				
Peut s'écarter spontanément d'un texte préparé pour suivre les points intéressants soulevés par les auditeurs en faisant souvent preuve d'une aisance et d'une facilité d'expressions remarquables.				
Peut faire la synthèse d'informations issues de source différentes et en rendre compte.				
La prononciation est claire et naturelle.				
Peut répondre aux questions posées et reformuler si besoin.				



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Etape 2 – The movie Jackie

BIOGRAPHY RESEARCH on _____

Early Life

MAJOR ACCOMPLISHMENTS

Key Life events

Adjectives you might use to describe this person

Do you consider this person important ? Why is this person important ?

References (sites or articles you have consulted)

Useful vocabulary to share with your friends



Recreating Camelot

Etape 2 – The movie Jackie

Doc 3 - Student's sheet - Evaluation des connaissances lexicales and grammaticales

Name:

Date:

Project 3 - Recreating Camelot

- I. Name the director of the movie, and the lead actress /1
- II. Name 4 adjectives you can use to portray the public side of Jackie /2
- III. Name 4 adjectives you can use to portray the private side of her /2
- IV. What is the movie Jackie about ?

Write a short paragraph about the movie (Max 10 lines) **Underline the verbs used in the present. Circle relative pronouns you have used. Highlight at least 2 adverbs.** /5

Vocabulary - Read the following definitions and find the word in English /10

- A group of people or vehicles that go from the church to the grave site or cemetery :
- To experience great difficulty :
- A woman who has lost her husband :
- To be left without a father :
- Attempting to influence the behaviour or emotions of other people for one's own purposes :
- Famous mounted soldiers around King Arthur :
- To be resolute :
- The wife of the chief executive of the White House :
- To kill someone :
- To pretend to be another person in a film :



Recreating Camelot

Etape 2 – The movie Jackie

Doc 3 - Student's sheet - Evaluation des connaissances lexicales and grammaticales

14

Réponses possibles

Name:

Date:

Project 3: Recreating Camelot

- I. **Name the director of the movie, and the leading actress /1**
The director is Pablo Larrain and N. Portman plays the iconic Jackie.
- II. **Name 4 adjectives you can use to portray the public side of Jackie /2**
Elegant, poised, intelligent, powerful, sophisticated, bossy, responsible.
- III. **Name 4 adjectives you can use to portray the private side of her /2**
Lonely, determined, passionate, angry, frustrated, traumatized, depressed, tender, infatuated, vulnerable, irrational.
- IV. **What is the movie Jackie about? Write a short paragraph about the movie /5**
The movie Jackie is a psychological drama which stars N. Portman as Jacqueline Bouvier, the iconic First Lady. It is directed by Pablo Larrain who tries to present a new side of the Kennedy administration and more specifically offers a shattering portrait of the First Lady. In fact, the movie totally focuses on Jackie and her multi-faceted personality. It shows the traumatic experience that she went through the 4 days following JFK's assassination in Dallas as well as her struggles to overcome her grief while shaping her husband's legacy.

Vocabulary - Read the following definitions and find the word in English /10

A group of people or vehicles that go from the church to the grave site or cemetery : **a funeral procession**

To experience great difficulty : **to struggle**

A woman who has lost her husband : **a widow**

To be left without a father : **fatherless**

Attempting to influence the behaviour or emotions of other people for one's own purposes : **to manipulate/ manipulative**

Famous mounted soldiers around King Arthur : **Legendary knights**

To be resolute : **determined**

The wife of the chief executive of the White House : **First Lady**

To kill someone : **to assassinate**

To pretend to be another person in a film : **to impersonate**