



Recreating Camelot

Etape 1 – Creation of a myth



Enjeu de l'étape 1 : Trouver le thème de la séance et explorer les éléments qui contribuent à la création du mythe.			
Objectifs principaux visés :			
Identifier les éléments qui contribuent à la création d'un mythe. Mettre en parallèle certaines figures iconiques des USA Présentation de la problématique et tâche finale. Définir la notion de mythe et faire le lien avec la problématique.			
Support principal utilisé : Soundtrack https://www.youtube.com/watch?v=5czBqimDpa4			
Nombre de séances envisagées : minimum 3 si classe dynamique – ou plus si nécessaire			
Utilisation du numérique :			
ENT ou Padlet pour partager le vocabulaire (téléphone ou iPad pour prendre photo du tableau) Possibilité de faire un WORDCLOUD du vocabulaire (élève responsable) Ecriture de la trace écrite en collaboration sur Etherpad PLICKERS : vérification des acquis des connaissances linguistiques et culturelles			
Objectifs visés :			
Objectif Culturel	Objectif lexical et grammatical	Phonologique	Socio-pragmatique
Le mythe de Camelot Jackie Kennedy US presidents and First Ladies	Vocabulaire lié au mythe (timeless, society, story, believe, accept, meaningful, unity, identity, shape, legacy, writing history, idealized picture, the Kennedy administration, trauma, harmony, coherence, wonder) Grammaire : construire des phrases complexes avec pronoms relatifs et utiliser le présent de narration	Mise en voix du nouveau lexique	Articuler une introduction pour présenter une notion
Activités langagières travaillées : Production orale en continu vers production écrite			



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DEROULEMENT DU PROJET

SEANCE 1

Activity 1 – Anticipation

Emettre des hypothèses sur le nouveau thème et les écrire au tableau

- **Support utilisé** : *soundtrack de Richard Burton (50 secondes)*
- **Modalité de travail** : *individuelle puis en groupe de 2 pour comparaison des réponses avant mutualisation*
- **Activité langagière** : *compréhension orale vers production orale*

Consignes de mise en activité et réponses attendues

1. **Listen to the document to discover the type of document and say what you understand** (*title, musical*)
 2. **Hand-out sheet 1**
- Listen again and react to the document (doc 1).** *Calm appeasing, powerful voice, evocative speech, beautiful, drawing you into an image, relaxing, romantic, reassuring, old-fashioned, It's more than an image, a musical.*
3. **Compare your reactions with one classmate.**
 4. **Mutualisation Share with class and suggest possible themes** : *Camelot, myth, heroes*

Activity 2 – CAMELOT

Mobiliser ses connaissances sur Camelot et approfondir en développant le vocabulaire

- **Support utilisé** : *aucun*
- **Modalité de travail** : *Groupe de 2*
- **Activité langagière** : *Production orale*

Consignes de mise en activité et réponses attendues

1. **CAMELOT** : **Say what you know about Camelot and what it evokes** (3 minutes)
Réponses attendues : *place in England – castles - fortress, protection - The Round Table- King Arthur – Knights – Romance – Guinevere – Kings - a legend - a story - a myth - imposing figures - not approachable - almost divine in a way - representation of power – mystery - team spirit – sword – quest - a Golden age - King Arthur was a warrior who killed giants and witches - united people of his land - tragic end - still known and celebrated all over the world - drives off the invading Saxons - becomes a benevolent and well-loved king - heroic deeds - his castle has come to signify the Golden Age – unity – democracy - disappearance of a hierarchy. Is Camelot a 'fabrication' created at a time when a country was falling into disintegration?*
2. **Mutualisation** : *Prise de notes par un ou deux élèves au tableau et mise en voix du lexique*
Repeat : *sword, quest, heroic deeds, knights, a warrior, known, unknown, unity.*
3. Photographie des notes des élèves pour mettre à leur disposition sur ENT. Nommer un élève responsable de prendre une photo pour mettre le vocabulaire à disposition des élèves sur ENT ou sur un Padlet (changer de responsable régulièrement).
4. **Hiérarchiser** : **Look at the words on the board and choose minimum 3 words you think are key to define Camelot** (*a legend, a story, a myth, heroic deeds, castle*)



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Activity 3 - Definition of a myth

- **Support utilisé** : aucun
- **Modalité de travail** : individuelle puis en groupe de 2 pour comparaison des réponses avant mutualisation et trace écrite
- **Activité langagière** : production orale vers production écrite

Consignes de mise en activité et réponses attendues

1. **PO What is a myth?** Find a definition for this word. Use vocabulary on the board and share with your friends.
Réponses attendues : A story, comes back, passed on, traditional, not true, people believe in
2. **Mutualisation:** Share with the class

Activity 4 – RECAP : What have you learned ?

Pause récapitulative orale sur Camelot et définition de mythe dans le but de faire un court résumé. Demander aux élèves une trace écrite à faire en collaboration sur Etherpad.



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SEANCE 2

Activity 1 – Rebrassage

What is a myth ? Fill in the gaps (10 minutes)

- **Support utilisé** : texte à trou (doc 2 Annexes)
- **Modalité de travail** : individuelle puis en groupe de 2 pour comparaison
- **Activité langagière** : production écrite

Consignes de mise en activité et réponses attendues

1. Fill in the gaps and compare with your classmate.
2. Look at the text you wrote on Etherpad. Pick out elements that you did not mention. Highlight them in green on the sheet.

Activity 2 – Reconstruct the lyrics

Reconstruct the lyrics and establish the link between the lyrics and the idea of a myth. Distribuer les bandelettes aux élèves. (10-15 minutes)

- **Support utilisé**: bandelettes de papier avec les paroles de la chanson (doc 3)
- **Modalité de travail** : par groupe de 6 car chaque élève a une bandelette
- **Activité langagière** : production orale

Consignes de mise en activité et réponses attendues

1. Reconstruct the lyrics. You have 2 minutes to find students with the rest of the lyrics. Get together and find the whole text.
2. Read your text – Project on board

1. Each evening from December to December	1.
2. Before you drift to sleep upon your cot	2.
3. Think back on all the tales that you remember of Camelot	3.
4. Ask every person if he's heard the story	4.
5. And tell it strong and clear if he has not	5.
6. That once there was a fleeting wisp of glory called Camelot	6.

3. How does each sentence help to construct the Camelot myth. Choose one sentence and discuss with your friends what it evokes and how it is related to the idea of a myth.



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Exemple : Sentence 1 *Time as an eternal circle / cyclic time not a calendar time. There is a cycle which is not broken (circularity, unity). It is infinite, hence the power of it.* (Hand out HELP BOX doc 4)
Each group chooses one specific sentence.

4. **Mutualisation orale** : Share with class.

HELP BOX: What is a myth?

timelessness, for adults, unity, resonate, evocative, meaningful, glorification, a spell, an invocation.



Activity 3 – Amener les élèves à découvrir le lien avec J. Kennedy

The myth of Camelot has often been used by people. **Do you know anyone who has used this myth extensively?**

- **Supports utilisés** : images/ doc 5: Can you identify those people ?
- **Modalité de travail** : groupes de 2
- **Activités langagières** : production écrite vers production orale

Consignes de mise en activité et réponses attendues (15 minutes)

1. **Identify the people. Say who they are and what they have achieved (doc 5)**
2. **Establish the relationship between them**
3. **Choose one person and discuss WHY you remember her or him (Jackie, A. Lincoln, JFK)**
4. **Mutualisation** : projeter au tableau images et écrire notes des élèves.

Activity 4 – Conclusion

1. **Can you relate Camelot with one of those people?**
2. **Find out who among those figures is associated with Camelot**
3. **Use your phone or computers and suggest what this project is going to be about.**
4. **Learn vocabulary and notes on Camelot for next class**



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SÉANCE 3

Activity 1 – Rebrassage

Vérifier les acquis culturels et linguistiques des élèves (10 minutes)

- **Support utilisé** : *PLICKERS - QCM*
- **Modalité de travail** : *individuelle*
- **Activité langagière** : *compréhension écrite*

Consignes de mise en activité et réponses attendues

Hand out PLICKERS cards - QCM

Activity 2 – Synthèse du mythe

Utiliser ses connaissances et faire une synthèse écrite sur Camelot. Entraînement pronoms relatifs et utilisation des temps. (30 minutes)

- **Support utilisé** : *texte à trou (doc 6)*
- **Modalité de travail** : *individuelle puis en groupe de 2*
- **Activité langagière** : *production écrite*

Consignes de mise en activité et réponses attendues

1. **Write up a short summary** (individually) (10 min)
2. **Swap texts : read your classmate's text** (3 min)
3. **Go back to your text and add elements you had forgotten** (5 min)
4. **Choose one text and work together in order to avoid mistakes. Check : punctuation, capital letters, subject-verb agreement, relative pronouns and tenses** (5 - 10 min)
5. **Type your final draft on Padlet provided by teacher** (AT HOME)
6. **Read the following document and find the correct relative pronouns as well as the appropriate tense** (3 min)
7. **Check your answers** (3 min)

Recap on Camelot

According to the legend, Camelot (to be) ----- the capital of the kingdom of King Arthur somewhere in England. (Somerset). This legend of a **mighty king** ----- **was striving to** bring peace to his land originated in the 5th century, a time when England (to be) ----- the scene **of bloody struggles** for domination, a time of destruction. King Arthur (to stand as) ----- the leader ----- **surrounded himself** with a group of 28 knights, **the legendary knights** of the Round Table, ----- **all (to swear)** -----to preserve their country, **maintain an orderly system of government**. Such a legend (to conjure up) -----**visions of chivalry**, magic, romance as well as adventure and **heroic deeds**. **Through centuries**, the story of King Arthur and his kingdom (to recreate) ----- through music, poetry as well as successful stage and screen adaptation.



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Activity 3 – Conclusion

Partager les suggestions des élèves quant au projet et à sa problématique :

'This project will focus on...' (5 min)

RECREATING CAMELOT QUESTION

To what extent is the movie *Jackie* intended to demonstrate that Jackie Kennedy recreated the myth of Camelot in the White House?

FINAL TASK

Target level B2: You are an American journalist and you write a film review of Jackie. Do you think the director Pablo Larrain has successfully portrayed Jackie's efforts to create a mythology around the Kennedy presidency? Your article will be submitted before publication to an editorial team through the platform ETHERPAD. Their comments will have to be taken into consideration before submitting your final draft for publication.

HOMEWORK

Imagine you need to present this project to some students. Write a short introduction to present your question and the notion of Myths and Heroes. 3 students will be picked at random next class to present their introduction.

Note : you are only allowed keywords in front of the class.

KEYWORDS YOU CAN USE

Timeless society story believe accept meaningful unity
identity shape legacy writing history idealized picture Jackie
Kennedy administration trauma harmony coherence wonder





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ANNEXES

Séance 1 - Doc 1

Type of document:		
To drift to sleep : Fleeting moment : Wisp of glory : A lullaby :		
EMOTIONS	IMAGERY	SCENE
Ex: relaxing	castles	a lullaby sung before drifting off to sleep

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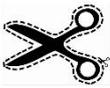
Etape 1 – Creation of a myth

Séance 2 - Doc 2

Answers : Definition of a myth

Myths are stories told by people but based on tradition. Some are factual and others fictional. But a myth is more than just a story. They are sacred tales that explain the world and man's experience. People need myths to give life a meaning, to give hope. They are reassuring and they are usually believed by many people as they give them an explanation for an event that can be a historical event or a natural event. People buy or not into the myth.

Ex : myth of lost paradise, myth of the Golden Age (great leaders will improve people's lives)



Complete the following definition : *historical event, stories, believed, tradition, meaning, tales, reassuring, fictional, story, explain*

Definition of a myth:

Myths are ----- told by people but based on ----- . Some are factual and others----- But a myth is more than just a ----- .They are sacred ----- that -----the world and man's experience. People need myths to give life a -----, to give them hope. Myths are -----and they are usually -----by many people as they give them an explanation for an event that can be a ----- or a natural event. People buy or not into the myth.

Ex : Myth of lost paradise

Myth of the Golden Age (great leaders will improve people's lives)



Complete the following definition : *historical event, stories, believed, tradition, meaning, tales, reassuring, fictional, story, explain*

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Ex : Myth of lost paradise

Myth of the Golden Age (great leaders will improve people's lives)





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Etape 1 – Creation of a myth

Séance 2: Doc 3



RECONSTRUCT THE MYTH *Strips to be cut out. Put them in order.*

Each evening from December to December

Before you drift to sleep upon your cot

Think back on all the tales that you remember of Camelot

Ask every person if he's heard the story

And tell it strong and clear if he has not

That once there was a fleeting wisp of glory called Camelot



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Séance 2 - Doc 3

Teacher's CORRECTION / Richard Burton - Camelot / Soundtrack - a musical

<ol style="list-style-type: none">1. Each evening from December to December2. Before you drift to sleep upon your cot3. Think back on all the tales that you remember of Camelot 4. Ask every person if he's heard the story5. And tell it strong and clear if he has not6. That once there was a fleeting wisp of glory called Camelot 	<ol style="list-style-type: none">1. Timeless, time as an eternal circle - cyclic time not a calendar time. There is a cycle which is not broken. It is infinite, hence the power of it.2. 'Drift' like a boat, into the land of dreams, on a cot, a bed for a child, but dream time isn't like any other time as all is possible. It is the land of fantasy, it is the positive one, a special time. (done by Larrain with music)3. 'Think back' calls to mind an adult with a long memory. It is not addressing children. 'Of Camelot' : word isolated put into relief to impart maximum resonance. Massive reinforcement in the movie. Camelot becomes the trigger for all these emotions.4. Everyone knows. Universality.5. Glorification of the myth. Reinforcing and establishing the myth, sense of getting everyone on board.6. Ephemeral nature of the mythical moment. Isolation once again to augment the resonance of the word, ensure the association of all those disparate components of the myth being built into this single 'symbol', Camelot. A form of condensation that imbues the word with mysticism, a spell. Camelot is a sort of invocation.
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Séance 2 - Doc 4 HELP BOX

HELP BOX : what is a myth?

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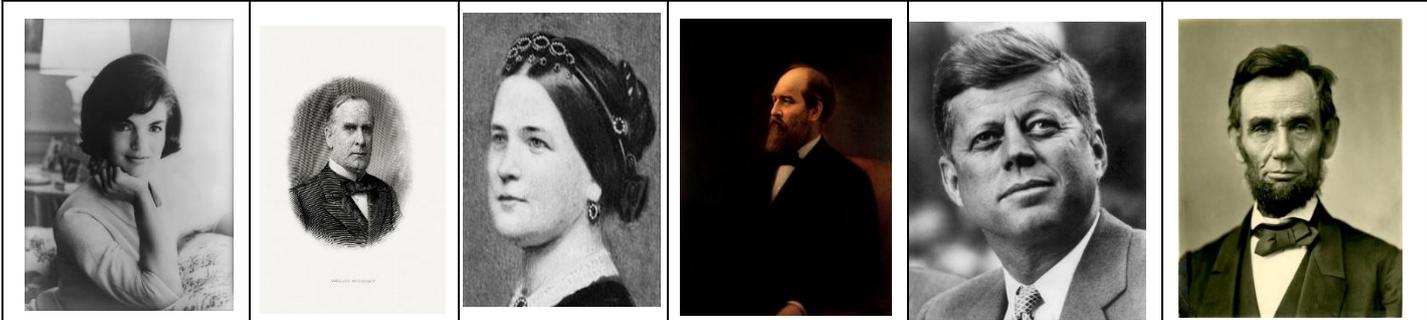




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Séance 2 - Doc 5 Can you identify those people?



What do you know about them ?

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Why do you remember them ?

--	--	--	--	--	--

Find one thing they have in common :

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Séance 3 - Doc 6 Camelot

Answers :

Camelot:

According to the legend, Camelot was the capital of the kingdom of King Arthur somewhere in England. (Somerset). This legend of a **mighty king** who **was striving to** bring peace to his land originated in the 5th century, a time when England was the scene **of bloody struggles** for domination, a time of destruction. King Arthur **stands as** the leader who **surrounded himself** with a group of 28 knights, **the legendary knights** of the Round Table, who **all swore** to preserve their country, **maintain an orderly system of government**. Such a legend **conjures up visions of chivalry**, magic, romance as well as adventure and **heroic deeds**. **Through centuries, the** story of King Arthur and his kingdom have been recreated through music, poetry as well as successful stage and screen adaptation.



Complete the following text

According to the legend, Camelot (to be) ----- the capital of the kingdom of King Arthur somewhere in England (Somerset). This legend of a **mighty king** ----- **was striving to** bring peace to his land originated in the 5th century, a time when England (to be) ----- the scene **of bloody struggles** for domination, a time of destruction. King Arthur (to stand as) ----- the leader ----- **surrounded himself** with a group of 28 knights, **the legendary knights** of the Round Table, ----- **all (to swear)** -----to preserve their country, **maintain an orderly system of government**. Such a legend (to conjure up) -----**visions of chivalry**, magic, romance as well as adventure and **heroic deeds**. **Through centuries, the** story of King Arthur and his kingdom (to recreate) ----- through music, poetry as well as successful stage and screen adaptation.



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Séance 3



FINAL TASK

Target level B2

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Séance 3



HOMEWORK : Imagine you need to present this project to some students. Write a short introduction to present your question and the notion of Myths and Heroes. 3 students will be picked at random next class to present their introduction.

Note: you are only allowed keywords in front of the class.

KEYWORDS YOU CAN USE

Timeless society story believe accept meaningful unity

identity shape legacy writing history idealized picture Jackie

Kennedy administration trauma harmony coherence wonder



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