

Hope and Glory Extrait n°1 "Life goes on on the Home Front" 1'54

Anticipation

Appeasement and the road to war

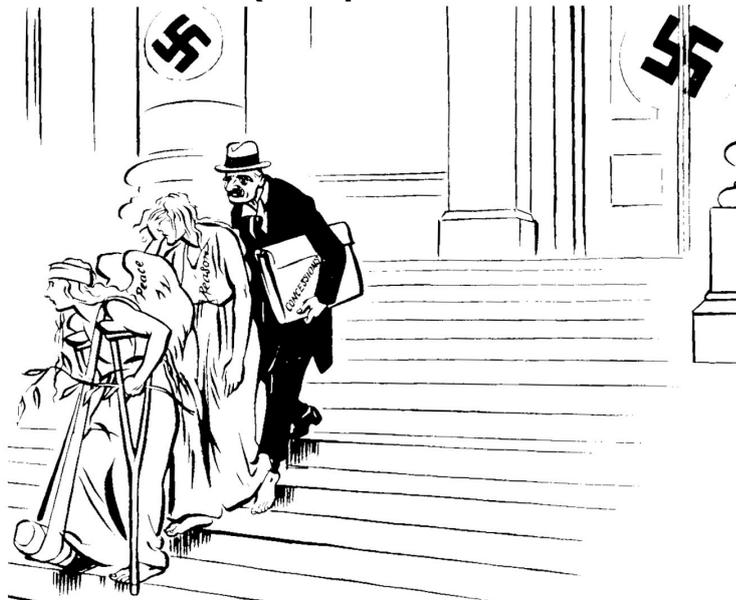
Source 1: A British cartoon (first published in *The Evening Standard* in 1933)



'Well – What are you going to do about it now?' Cartoon by David Low showing from left to right, Simon, Mussolini, Daladier and Hitler.

The papers on the ground read "Hypocrisy" and "Evasion". The one in Hitler's hands reads "Versailles Treaty. Allies dishonoured disarmament pledge".

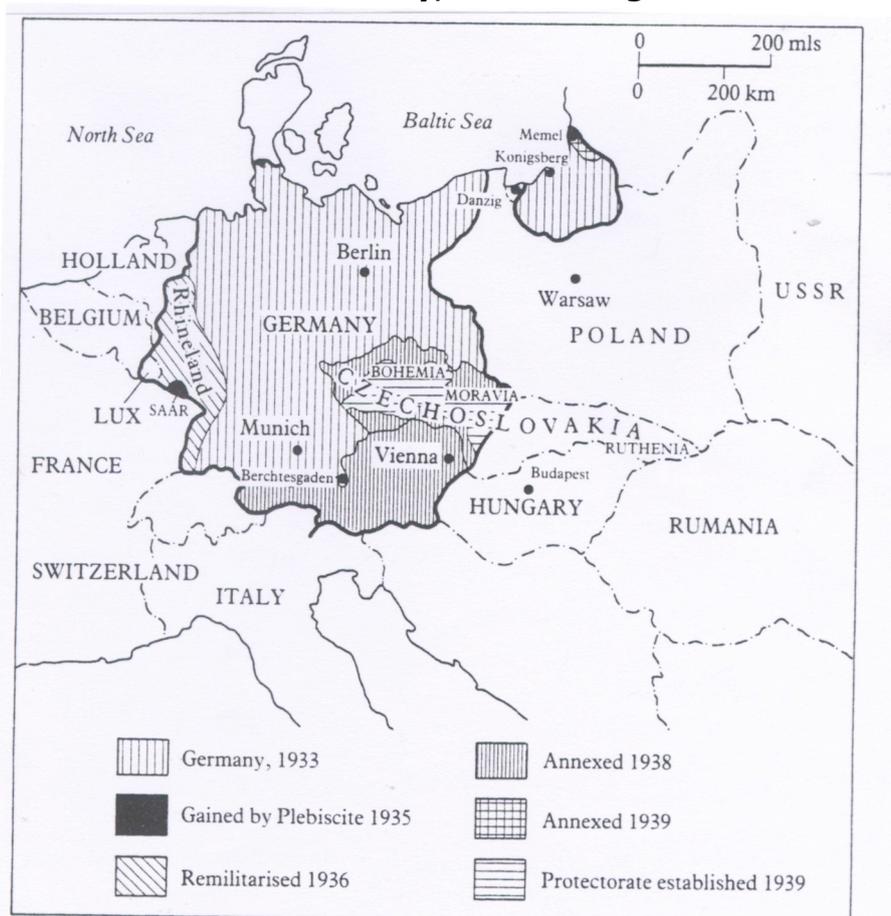
Source 2: A British cartoon (first published in *The Evening Standard* in 1938)



Chamberlain, 'Mein Kampf'. Cartoon by David Low

Peace, Reason, Concessions

Source 3: Germany, 1933 – August 1939



Germany, 1933 – August 1939

Compréhension orale

■ Ecoute en classe entière en fragmentant en 3 parties

- Chamberlain's speech (0.00 → 0.47)
- Tension growing up (I still need my stockings) (0.47 → 1.27)
- From fear to relief (ARP test) (1.27 → 1.54)

■ 1st listening : WH questions (global understanding)

■ 2nd and 3rd listening : detailed understanding

■ Listen to Part 1 : Chamberlain's speech

a) the speech itself:

- * Who's talking at the start? Where? So where does the action take place? (journalist/ wireless)
- * Who's the PM talking?
- * What is he announcing? Why? So what is the date?
- * Quote the last sentence

b) the background:

- * What could help you understand this sad piece of news apart from the words? (sombre tone of voice / dramatic music)

Recap : let's sum up the first part

■ Listen to Part 2 : tension growing up

-1st listening : Where? What situation (wireless in a living-room)? What is the main sound that you can hear?

-2nd and 3rd listening :

a) the characters:

*How many? (boy's voice yelling / girl's voice singing / elder sister looking for her stockings *donner stockings si nécessaire*/ parents getting tense)

*Boy's voice : how does he feel ? why?

*Elder sister: how does she feel ? why?

*What about the father? How does he feel towards his daughter? Why?

b) the siren:

*What siren is it? what does it mean? (Air Raid)

*What's the father's reaction? ("Oh God! They started it already!")

*What does he order everybody to do? ("Get down ! Stay down!")

Recap : let's sum up the 2nd part (not forgetting to contrast the adults' fear and the younger ones' lack of concern).

■ Listen to Part 3: from fear to relief

-1st listening : what's the situation now? any bombing?

-2nd and 3rd listening :

a) sounds in the background

birds / summer / garden / symbolic of? quiet ..happiness ..no war..

b) the siren:

*What siren is it? What does it mean? (All Clear)

*How do the family feel ? How can you tell? ("testing" / mother's sigh of relief)

c) voice over : comment

* What are the words uttered ? ("We all expected to be bombed right away but nothing happened for ages")

*What is the general feeling at the end? (relief / sunny Sunday morning > no worry)

Recap the whole passage

- Have them give titles to each part and an overall title to the passage
- What type of document is it? Fiction ≠ historical evidence.

Prolongement

The Home Front in Britain

■ A la fin de la CO, distribuer des thèmes de recherche sur les différents aspects du Home Front : Evacuation, Blitz, Rationing and salvage, Women's contribution to the war effort, Empire...

■ Travail en groupes sur des posters de propagande évoquant différents aspects du thème Home Front puis exposés pour mutualisation.

Sitographie :

<http://www.learningcurve.gov.uk/homefront/>

<http://www.holnet.org.uk/learningzone/londonatwar/>

<http://www.nationalarchives.gov.uk/theartofwar/>

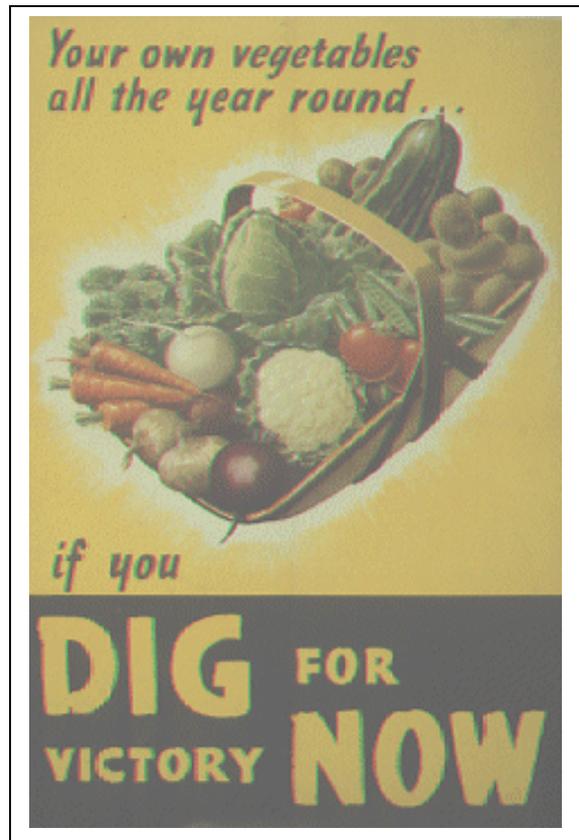
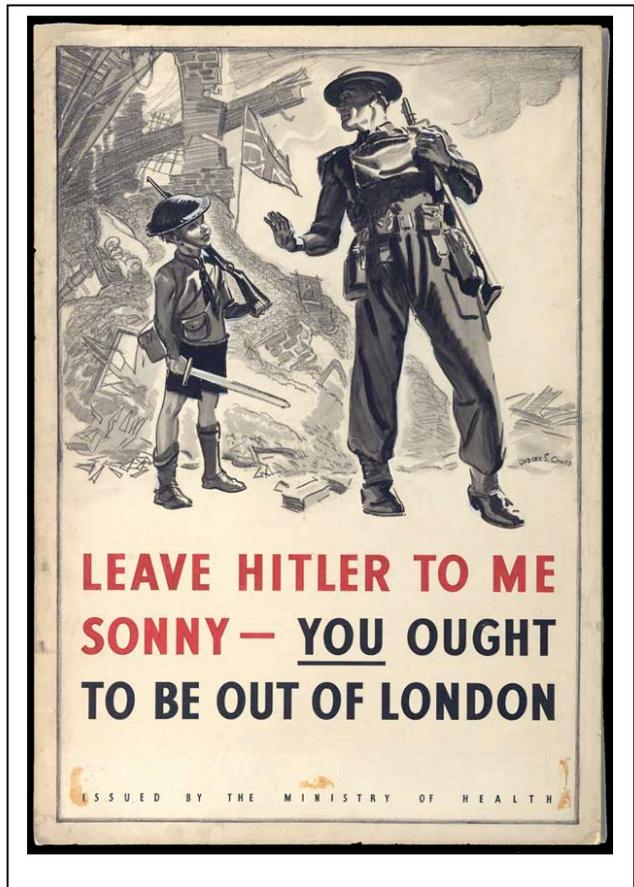
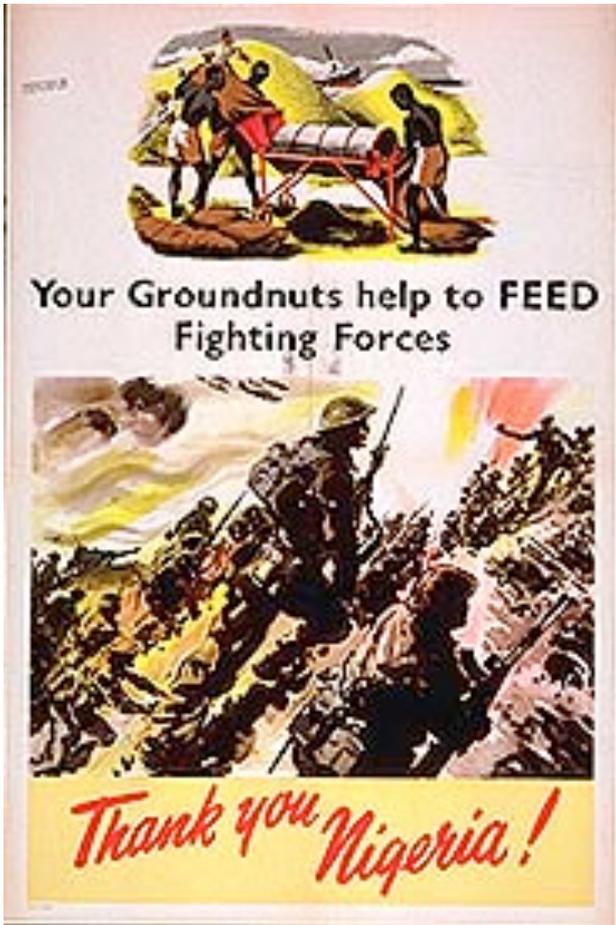
www.ww2poster.co.uk

http://www.hoover.org/hila/exhibits_prev/Stansky/posters.htm (WW1 and WW2)

<http://www.authentichistory.com/ww2.html> (US posters)

http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html (US posters)

<https://www.mplib.org/wpdb/> (US posters, Kittleson collection at the Minneapolis Public Library)



Hope and Glory Extrait n°2 "Everyday life at school on the Home Front" 2'04

Anticipation

A British war time poster



**+ Wall map/OHP of British Empire
The Empire's contribution to the war effort**

Compréhension orale

■ Fragmentation en 2 parties :

- a school lesson (0.00 → 0.50)
- the break (0.50 → 2.04)

■ Listen to the whole extract once

■ Listen to Part 1 : a school lesson

- 1st listening : global understanding (WH questions)
- 2nd and 3rd listening : detailed understanding

a) the contents of the lesson

- What word is repeated? Who is speaking? What's the sound you hear while she repeats "Pink"? (hitting of a map with a ruler)
- What's the topic of the lesson? (The British Empire)
- What do we learn about it? So when could the scene take place?
- What's the purpose of the war according to the teacher? Do you agree?

b) The tone

- How does the teacher sound?
- How does she feel towards her country?

■ Listen to Part 2 : the break

a) The siren

- What siren is it? What does it mean? (Air Raid)
- What's the teacher's reaction? (orders them to run away to the shelter "scramble")
- What sounds can you hear? (screaming and yelling)
- Do they sound frightened? Panic-stricken? Why?

b) In the shelter

- What voice can we hear? Who is he?
- What is he mentioning (masks)
- What does he say the masks are supposed to do? ("filter away the abomination of the enemy"). Why this image?
- What does he tell them to do with them? ("breathe in and out"). Why?
- What do they start doing on his request? What about the strange sounds?

Recap the whole passage insisting on the discrepancy between children and adults about the perception of the war.

What type of document is it? Fiction ≠ historical evidence

Prolongements

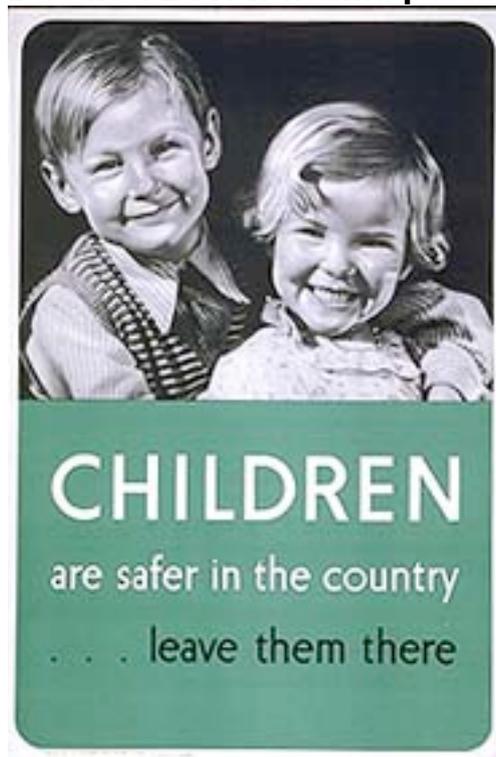
Blitz and Evacuation

■ Source 1

Barbara Male was a 12-year-old schoolgirl from South London who was evacuated with her school to Illogan, a small village near the north coast of Cornwall. On November 17th 1941, she wrote down all her experiences of her first year as an evacuee in a school exercise book.

"It was on June 14th 1940 that I left London. I did not know exactly where I was going. But I did know that we were going a very long way. We left Paddington about nine thirty a.m. Some of the very small children were crying. The children numbered about a hundred and eleven, including a number of teachers, helpers and Red Cross nurses. When the train left Paddington Station, the children brightened up. They soon forgot their troubles, and they were all looking out of the carriage window talking and laughing for all they were worth. [...] It was not very long before two of our teachers went back. They were Australians. They volunteered to help on board a ship for children that were being evacuated to America, Canada, etc. They were hoping to get back to their own country, so they left Illogan and went to London."

■ **Source 2 : A war time poster**



■ **Source 3 (+ wallmap/OHP of Europe at war)**

An extract from a speech by PM Winston Churchill delivered to the House of Commons on June 18, 1940 (CO possible)

What General Weygand called the Battle of France is over. I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilization. Upon it depends our own British life, and the long continuity of our institutions and our Empire. The whole fury and might of the enemy must very soon be turned on us. Hitler knows that he will have to break us in this Island or lose the war. // If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age made more sinister, and perhaps more protracted, by the lights of perverted science. Let us therefore brace ourselves to our duties, and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say, "This was their finest hour."

■ **Source 4**

Kingsley Martin was the editor of the New Statesman during the Second World War. He wrote about his experiences in his autobiography, *Editor*, in 1968.

"In the West End, we could 'take' the raids we got, whether we could have survived many more like the last two raids in the spring of 1941, when many of London's gas and water mains were destroyed. I don't know. We might not have been able to carry on, but bombs do not induce surrender. The Government had miscalculated the effect of the raids: the 300,000 papiermache coffins which were ready when the bombing began were never used and the hospitals, which were cleared for patients who were expected to be driven mad by raids, remained empty."

■ **Sources 1 and 2: Evacuation**

■ **Source 3: The Battle of Britain**

■ **Source 4: The Blitz**

Insister sur les éléments qui, dans ces documents authentiques, corroborent les impressions données par l'extrait du film.