

## Lesson Plan: Oradour.

### Learning objectives:

- To understand the historical significance and human tragedy of the massacre at Oradour.
- To learn how to use words, images and tone of voice to express different feelings and ideas.
- To learn some facts about what happened in Oradour.
- To understand and use different ways to make negative phrases.

Slide	Activity
2-3	Read aloud presentation of background information (France in WW2, Jean Tardieu). Give explanations when needed.
4-5	Prediction activity. Pupils predict what the poem might be about, its possible mood, possible emotions expressed by the poet. They can do this in pairs, making some notes using the prompt words and the questions themselves to help them – take some responses as a whole class.
6	Presentation of key vocabulary to enable learners to access the poem
7-10	First listening. Pupils listen to Youtube clip [a choice of 2 clips is given – the 2 <sup>nd</sup> is slower but expresses the mood less clearly] and read full text on slide 8 [For copyright reasons we have not reproduced the text - please add]. As learners listen, they should check which of their predictions were correct or not. Try to get them to focus on the mood of the poem. Elicit oral responses from class. Slides 9-10 have ‘example’ responses (these words reappear later). Then pupils give their initial personal reactions to the poem, orally.
11-13	Active translation activity [For copyright reasons we have not reproduced the text - please add]. Pupils verify and improve on translation of certain (underlined) phrases in the poem, either singly or in pairs. Learners look at translations and judge whether they are effective or not. No real right or wrong answer – discuss how exact translation often does not express feelings very poetically.
14-17	Focus on grammar: Presentation of negative phrases. Work through/explain as much as you feel appropriate for the class.
18-20	Pupils identify examples of negative phrases in the poem; take feedback using slide 19-20 (For copyright reasons we have only added a few examples, please add further ones from the text).
21-23	Identifying where different moods and emotions are expressed in the poem - pupils select verses to match emotions/ideas. For copyright reasons we have only added a very small number of examples - please add further ones from the text (slide 22). They firstly select example phrases that express these emotions/ideas, then choose (slide 23) which phrase, in their view, is the most important line in the poem (no right or wrong answer).
24	Listening for expression/feelings. Pupils listen to a second Youtube clip and indicate when they hear a change of tone. Try to get them to identify how the poet expresses certain feelings in his voice. Brief class discussion of the role of repetition in the poem. Pupils read poem out loud in groups of three with focus on expression of emotion.
25-26	Plenary: Pupils give their personal impressions of emotions evoked by the poem.
27-29	Explanation of homework. Option 1: An interview with the poet (slide 27). Option 2: Explanation/illustration of images used in the poem (slide 28). Slide 29: Option 3: Write search questions/answers for Oradour. Option 4: Create a mind map of important facts about the massacre at Oradour.