

## Information about the action

### CONTINUITY AND TRANSMISSION OF THE REMEMBRANCE WORK : THE HIDDEN JEWISH CHILDREN : MAKING A DOCUMENTARY VIDEO

Nancy-Metz Academy

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Classes involved : 1<sup>ères</sup>, Terminales (the last 2 years in upper secondary school)

Subjects : cinema, civic and social education

Writing : 24 may 2006

## Summary

In 2003, 3 pupils, preparing their baccalauréat, collected Albert Kenigsberg's testimony on video (aged 75 at the time of the testimony) in order to understand one part of their history curriculum better and to discover one aspect of Arthur Varoquaux's life. Headmaster of l'Ecole des jardiniers (present lycée Loritz, in Nancy), he hid Albert Kenigsberg, a Jewish adolescent, in the boarding school to protect him from the rounding up of jews in 1942.

A group of teacher thought this document could be the starting point of a remembrance and History work on the Jewish deportation and extermination in Lorraine and on the hidden Jewish children in Nancy in particular.

Two projects were born :

- In the school Library, the building up of resources about hidden Jewish children and the Shoah in Lorraine and one room dedicated to the memory of Arthur Varoquaux.
- The making of a documentary video by the students showing different aspects of Mr Kenigsberg's testimony.

In 2004/2005 the film was shown in classes (1<sup>ères</sup> and Terminales) and in the school library on the occasion of the 60<sup>th</sup> anniversary of the liberation of concentration camps.

In 2005/2006 two terminales classes work on the writing of a documentary based on Mr Kenigsberg's testimony. Pupils asked for the pictures they needed at the highschool video workshop (pictures from today and yesterday).

The film was previewed in May 2006.

## Key-words

STRUCTURES	DEVICES	THEMES	SUBJECTS
Upper High school	Educational diversification Individualization Partnership	Arts and culture Citizenship, sense of citizenship Documentation Mastering languages	Art Civics, civic and social education (ECJS) French History, Geography ICT Interdisciplinarity

**Other key words** : Artistic workshop

## **Writing about the action**

**NANCY-METZ Academy**

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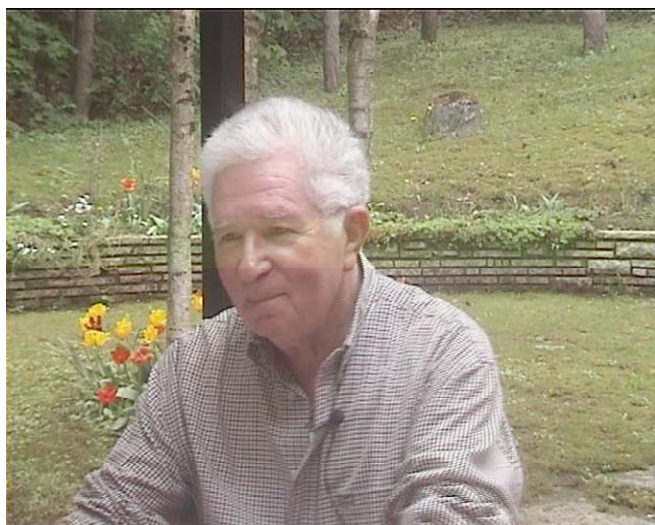
**CONTINUITY AND TRANSMISSION OF THE REMEMBRANCE WORK : THE HIDDEN  
JEWISH CHILDREN : MAKING A DOCUMENTARY VIDEO BY SUCCESSIVE  
PROMOTIONS OF HIGHSCHOOL PUPILS**

This action is in line with one of the main educational issues of the School project : the development of cultural and artistic activities as well as expression and creation.

## SUMMARY

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## THE CONTEXT AND THE ORIGIN OF THE PROJECT

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### CDI LE "PROJET VAROQUAUX"

**En 2003**, trois élèves de terminale L ont recueilli le témoignage d'Albert Kenigsberg préservé des rafles de 1942 grâce à Arthur Varoquaux, directeur de l'Ecole professionnelle de la rue des Jardiniers (actuel lycée Loritz) ; ce dernier "cache" l'adolescent au sein de l'internat.  
Le témoignage filmé est monté par l'atelier audio-visuel.


**En 2004-2005**, une classe de terminale ES décide de transformer le témoignage filmé en film documentaire : des "documents" de famille et d'archives sont collectés et une première version est diffusée au lycée en présence de Mr Kenigsberg.  
En parallèle, une demande en reconnaissance de "Juste" est adressée à titre posthume au **Yad Vashem** pour **Arthur Varoquaux**.

**Cette année**, le projet reçoit l'aide d'un documentariste et d'une monteuse afin de donner au film un caractère plus "professionnel" qui permettra peut-être une diffusion élargie.  
Deux classes prennent en charge l'écriture du film et la collecte d'images, les élèves de l'atelier vidéo se spécialisant, quant à eux, dans la réalisation (prise de vues, montage).  
Par ailleurs, le CDI projette la constitution d'un fonds de ressources sur les enfants juifs cachés et sur la Shoah en Lorraine.

Après la Salle "Raoul Ubac"....

...la salle "Arthur Varoquaux"

projet d'inauguration de la 2<sup>e</sup> petite salle de travail du CDI.



## GOALS

### Main goals : citizenship and learnings

The educational platform 2004-2007 allows us to go in 5 different directions :

*Various educational practices*

*Citizenship*

*Reinforce the meaning and the coherence of knowledges*

*Develop pupils' activities*

*Acquire transverse skills in different subjects.*

Our two main goals, citizenship and learnings, are implemented in each goal beneath :

- Appropriation by pupils of the Shoah through a local example which directly concerns the school population of Lycée Arthur VAROQUAUX.

- Implementation of documentary research skills out of the school frame (*reinforce meaning and coherence of knowledges*).
- Discover the historian work by searching documents on a special theme and confront ideas (archives, interviews with witnesses).
- Team work : inside the class, with all the participating classes, with the editing team(media technics workshop). Taking into account the work done by previous classes.

## Secondary goals

- Live together inside school : the creation of something which will belong to the school and which is made by successive generation of pupils.  
*Pionnering action in the school.*
- Mastering writing skills : The different steps in this project ask for writing skills (for production and reception).
- Mastering oral skills :
  - reception : being able to catch the richness of Mr Kenigsberg's testimony
  - production : interacting with him during the interview.
- Acquiring a cultural language : initiation to cinematic vocabulary ; study of the documentary genre, analysing the interview to build our documentary film. Taking into account the audience which will watch this film.

## CONTENT AND STEPS OF THE ACTION

**2003** : Albert Kenigsberg's testimony filmed and edited by the school media technics workshop.

**2004 – 2005** : This film goes from class to class and to the library for the 60th anniversary.

In one of the classes, they ask for the recognition of Arthur Varoquaux as *Juste des Nations* ( the just of all Nations) to the Yad Vashem (Israel).

A first draft of the documentary helps one class to understand the importance and the scope of the task for 2005/2006.

**2005 – 2006** : Two classes (last year in upper secondary school studying economics) with two History and Geography teacher and one librarian starts writing the documentary in ECJS. For two hours a month. The raw material is Mr Kenigsberg's testimony. The video workshop( media technics), created at the beginning of 2005 is their partner. They work with the cinema teacher and two professionals, a documentary maker and an editor. There are several tasks :

- Analysing the testimony and drawing elements that can be pictured.
- Documentary research on the historical context (at school),



in the library

- Mr Kenigsberg being severly ill, the meeting didn't take place.
- Research sessions at the French Local Historical Archives in Meurthe et Moselle and Meuse, at the public library and at the Conservatoire Regional de l'image, partner of our workshop :  
<http://www.imagesdelorraine.org/index.asp>
- Continuation: other testimonies, extra researches, readings or testimonies on the same theme. Along the work, pupils ask the workshop for the pictures they need (today and yesterday pictures).
- Broadcasting the video inside and outside school (especially lycée Loritz).

## PRODUCTION WITH PUPILS

This project reached its goals through intense moments :

☞ The pupils wrote the script during the first term and lead researches inside and outside school during ECJS lessons. Writing the script allowed the pupils to appropriate the story in order to make a film out of it.

*After a brain-storming session with pupils and speaking with the teaching staff...*

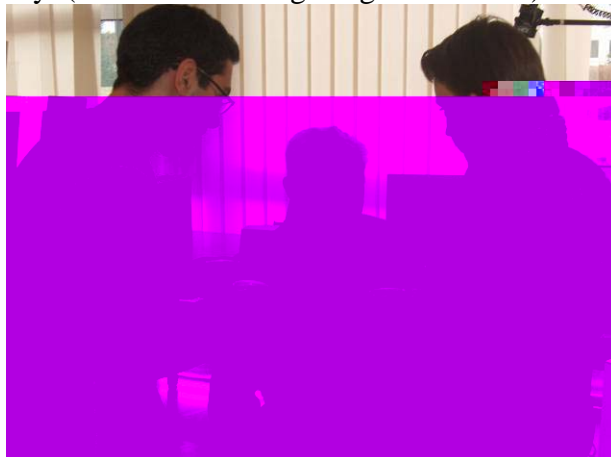
*The script (extract)*

Some pupils participated in the shooting (**2<sup>nd</sup> term**) outside school time :

- reading testimonies about the rounding up of jews in Vaucouleurs :
- For the recording of voices, we kept the pupils' ideas,



- During the voice casting pupils in needs were chosen, the pupils' choices often prevailed over the teachers' choice.
- Mr Picard's testimony. (one of Mr Kenigsberg's classmate)



- extras during the shooting :



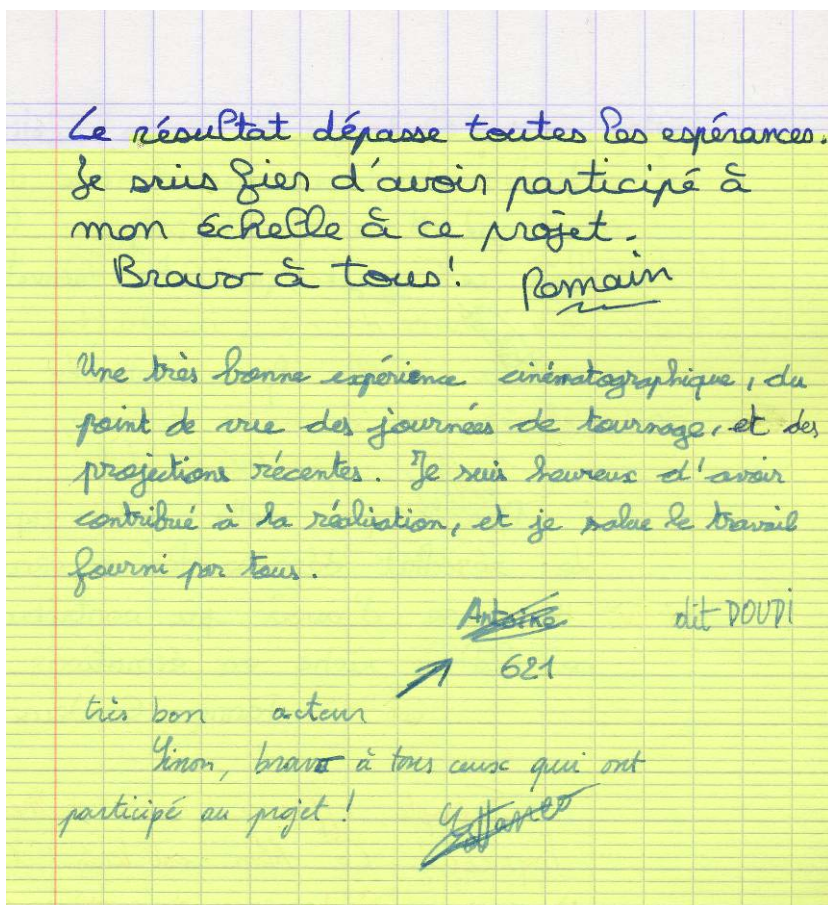
From this moment on, the film became « the pupils' film ».

☞ pupils from the workshop (8 pupils) take the film making in charge : shooting (with the documentary maker) and editing(3<sup>rd</sup> term) (with the editor).

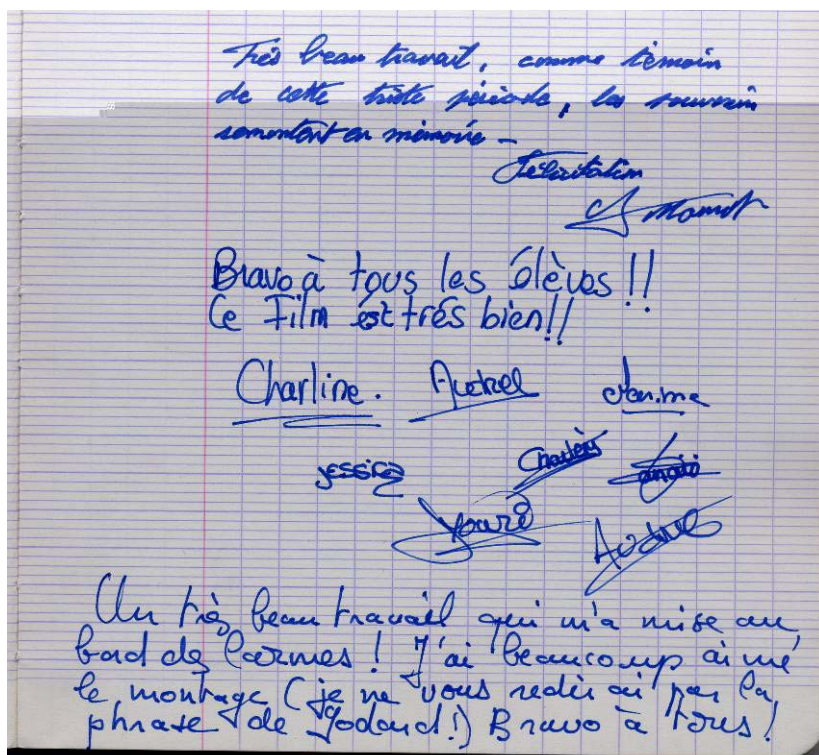


They didn't participate in the script writing, but they integrated it perfectly as in a real movie.

The film was finished in May 2006 after several years.



The film was shown at the Conservatoire Régional de l'image on May 30 2006 and many times at school. Another session was organized in Vaucouleurs (55).



The film met a large audience (cf. Livre d'Or) out of school. Therefore we decided to look for subventions in order to broadcast it widely to all schools in the area.

## What was expected and what we observed

### For pupils

- Throughout the destiny of one man pupils became aware of the reality of the past. This remembrance work linked the pupils to History. History was tackled differently.
- What they studied, conceived and produced allowed several different learnings : the narrative schema to narrate life, the acquisition of cinematic language , the mastering of images as a tool for meaning construction, the combination of images and words to make sense(interview). They know how to make a picture say something.
- The pupils started the conception work by deconstructing a documentary film made by our film producer.
- They got used to team work.
- The great satisfaction to learn by creating, for themselves, for the other pupils, for Mr Kenigsberg, for a real audience, and not only for their teacher, which is often the case at school. This satisfaction can be measured by their great implication in the workshops that took place out of school time.
- The satisfaction to transmit something good.
- The feeling, for all pupils, to be part of a school community which has a past and which can project in the future thanks to this remembrance work on its historical heritage. We can add that this film is more about Albert Kenigsberg's life than about Arthur Varoquaux.

- The implication of media (L'Est républicain –see above-, M6, FR3) gave a tremendous credibility to the pupils' work, to them, to all the teachers and to other people outside school.

The pupils never asked for marks for the work they had done.

### **For the teams**

- Three poles working together : teaching, documentary research, artistic workshop. The drama coach played an important role in preparing the pupils for their performance.
- Teaching makes sense.
- The documentary research had a goal and was finalized.
- The partnership with le Conservatoire Régional de l'Image : <http://www.imagesdelorraine.org/index.asp>



- The artistic workshop worked for the project and entered other learning areas.

- The documentary film is now used during History and Geography lessons as part of the curriculum for 1<sup>ère</sup> (World War 2) and terminale (the war and its consequences).
- New projects are on the way : working on other testimonies, making an “Art video” film on Raoul Ubac...

Coordinating this action was time consuming. This must be taken into account if you feel like starting such a project : the team had to meet very often and we spared no effort...

*The teachers :*

- *Viviane Karevski : cinema and media techniques teacher*
- *Juliette Desnoues : teacher-librarian*
- *Emmanuelle Refait : History-Geography teacher*
- *Pierre-Jean Thomas : History-Geography teacher*

*The professionals :*

- *Alain Ries : documentary maker*
- *Anaïs Dumay : film editor*