

The European Standard

Issue 6

1st Term Edition

December, 2019.

The 1st term is completed and it's time to catch a glimpse of the various projects carried through by students from the 10th, 11th and 12th grades in *the European section*: Enjoy the immersion!

Please click on the picture!



**COMING
SOON**

[The Event... on February 6, 2020.](#)

[Check this out on page 5!](#)

**COMING
SOON**



European Space Agency

ANIMALS IN SPACE!



During the past few weeks the physics and chemistry Euro class in 1er has been working on animals that were sent to space. In fact these animals have been essential for the progress in space technology and to run some tests to see if a living being could survive in space. Therefore the different groups of the class presented some animals that were sent to space; a chimpanzee, a dog, a rat, and a cat. Ham was the first chimpanzee sent to space on January 1961, he was one of the hundreds of experimental animals enrolled into NASA's Project Mercury whose aim was to run tests to send man into space. The most known of all animals sent to space was the Russian dog Laika which was found in the streets of Moscow and sent to space in 1957 during the cold war. She died 7 hours after she was launched due to stress and over heat. She proved to the world that a living being could survive in space.

The French scientist sent some animals to space as well. Like Felicette a French cat took off the earth on October 1963, the flight was a success and the kitty came back safe and sound in the shuttle, she became the first cat to come back alive from space. One of the most interesting is Hector the rat. He literally became a French national hero on the February 27, 1962 by being the first surviving animal from space. Sent from an Algerian space base, the rodent fabulously succeeded in his mission.

It allowed the European Space Agency to realize a bunch of physical tests before sending humans across the stratosphere. Those kind of missions were essential and Hector marked history by landing in perfect condition aboard the "Veronique" spaceship. Isn't it incredible ?. - Victor TYSON



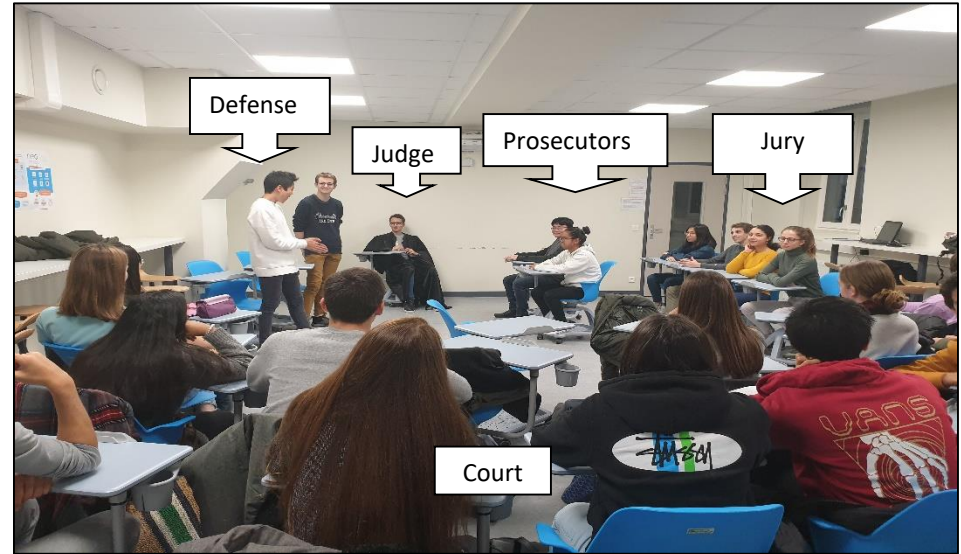


Britain and Europe facing Napoléon

Napoleon Bonaparte on trial: a hero or an enemy of democracy?!

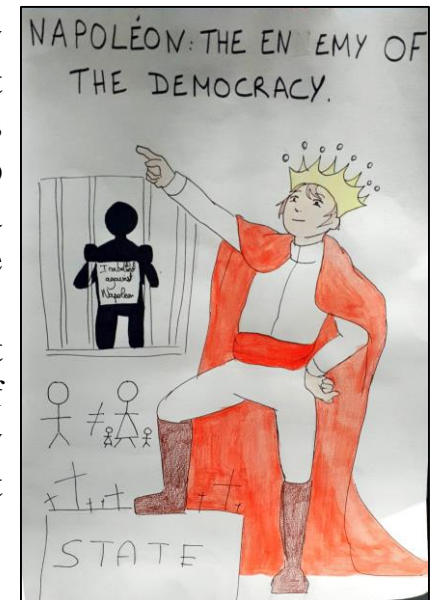


Our first chapter in History and geography class was about Europe facing Revolutions during the 18th century. During this course we were brought to a study : Britain and Europe facing Napoleon. We studied various documents from both French and English point of views, presenting Napoleon as being or an enemy of democracy or a patriotic leader of France. At the term of this work, we had to host a posthumous mock trial of Napoleon as the final project of the chapter. Napoleon had been charged for his abuse of power and crimes against humanity and we had to determine whether he was innocent or guilty.



This exercise was very interesting and intellectually enriching because we learned a lot about how a trial in court worked, what were the correct words to use, such as 'Objection', 'Your Honor', 'Attorney'... . Each group composed of five students, a judge, a defense attorney, a prosecutor and two witnesses, presented their work to the class, acting out their trial and the result was impressive! Each student knew his part perfectly and the court vocabulary was correctly employed giving the impression of really being watching a trial! To sum up, it was a very interesting exercise, mixing learning and fun, that most students would be willing to try again.

Report from Tidjan SY.





Historians and the memories of WW II in the US

« *Most memories fail to capture the moral ambiguity of historical events, simplifying the past into a binary of good and evil.* » Pr. Carol Gluck.



Yalta Conference, Feb 4, 1945
– Feb 11, 1945.

“For our radio drama we decided to focus on the “hidden figures” of WW2. We wanted to highlight the pros and cons of popular heroes and shed a light on normal unknown civilians who ended up achieving heroic acts. We first talked about important political figures like Theodore Delano Roosevelt, Simone Veil or Churchill. We then revealed the hidden exploits of figures like Audie Murphy or Joseph Coward.” By Fiona KEATING, Pauline DURANT-BERGEAT, Diane MONKOTOVITCH, Sabina MARTIN and Alexandra JEROME

“General MacArthur, an American war hero of the Second world War, was under the spotlights for our radio drama. With our group composed of Adrien, the host; Martha and Anne, the historians; Emile, the auditor and Louis, our witness, MacArthur’s grandson: we discussed all together the controversy about his implication in the dialogue with Hirohito, the Japanese Emperor and thus, his questionable remembrance as a hero of the Pacific War against Japan.” By Anne WEBER, Fiona KEATING, Adrien ROY, Louis ROCHE and Emile DUGELAY



Douglas MacArthur and Hirohito during their meeting the 27th of September 1945. During this diplomatic interview, MacArthur made him understand that he and his family would be exonerated of all kinds of criminal prosecutions for their war crimes in front of the Tokyo Trial.

“We decided to take a fun approach in order to confront different points of view regarding controversial historical events. Thanks to this project, we learnt many details and facts about the **Pearl Harbor attack** that we summed up in a role play. Therefore, it allowed us to highlight the controversies. However, we did encounter some difficulties because of the form of the project, it was hard to show and express emotions with the voice alone .” By Romain SONNOIS, Ambre EUGENE, Théophile TURC, Gabriel VIGNAUX and Karen UNG

“Recording facts, recording memories, recording History, recording the past... was our goal for the radio drama. We had the opportunity to discover the unknown contentious debates related to the Pearl Harbor attack, which cost more than two thousand lives and lead to the United States entering WW2, changing History forever.”

By Sarah BENKAHAB, Clara FASAN, Louise BOUCHER, Nicola CHIECCHIO and Laura KOCH

“Our radio drama was about the **atomic bomb of Hiroshima**, on the 6th Auguste in 1945. We had four characters: a presenter, two historians, and Paul Tibbets, the pilot is the plane. We loved this activity because we could work and learn more about history. We had to work together, to accept all their ideas to write a debate with all these things and to have the best debate and finally find different points of view. It was important to have it because we could better understand all those aspects of the event. It was very interesting to see different points of view and it was the main point that we love the most.”By Maelis JAOUEN, Lou LAHMI, Philippine BOURGOIN-MORRET and Charles BURDIN

“Our radio drama was about the memories and the history in the US of **D-Day**. We set up a scene where two historians, one witness and one auditor had to discuss this controversial subject; they had to say whether it was necessary or not. Indeed, even if D-Day was a complete bloodbath and not well-organised, the Overlord Operation remains the largest amphibious operation of all time and it's considered nowadays as a masterstroke. The victory outweighs largely the controversies and in American memories, D-Day was the key-point to win the war.”

By Camille CONFRERE-TOUTAIN, Manon DELPORTE, Ana LAING and Emma VITASSE

“In this recording task we spoke about the D-day. we compared different American points of view about the utility of this attack. Some people think that it was useless and the consequences were just casualties and economic losses whereas others consider the D-day as the operation which saved France and allowed the Allies to won the war against Germans.”

By Célia Lamari, Yoann Kmeid, Raphaël Tenière, Inès Mielle and Chloé Rambourgt

The Event*.... on February, 6, 2020.

Like every year, the terminales EURO HG wil be pleased to welcome the volunteer students of 3^{ème} to be a part of various activities and to interact ALL IN ENGLISH ! Stay tuned to Ecole directe for further details in January!

**COMING
SOON**

**COMING
SOON**

Geography to get started

This year, we began the European class with a chapter which dealt with risks and resources. We first defined what a risk is. Then, we did an activity in which we had to identify the risks in different kinds of environments. It amended us learn some new vocabulary related to the different types of risks. In the second part of the chapter, we did a mind map using our knowledge and skills . After that, we linked risks and resources by answering one question : Why do people live in hazardous areas. I enjoyed this chapter, in fact I learnt a lot new words and it also helped me because we had initiated the same chapter in geography so I already had some knowledge.

Finally, to conclude the chapter, we did some presentations in groups of two, three or four. We all chose a different place and then we had to find the resources and the stakes of the presence of the resources in those places. We also had to find the potential risks which could affect the places studied.

Axel Reybard .

We are currently studying on migrations.

A migration is the movement of a person or a group of people, to settle in another place, often across a political or administrative boundary. Migration can be temporary or permanent , and it may be voluntary or forced.

So a migration has pull and push factors. A pull factor is what attracts people or a group to leave their home and a push factor is something that forces the people to move voluntarily, and in many cases, they are forced because the people risk something if they stay.

We are working on a project in pairs. We had to choose a country and draw a map so that we could explain the living conditions of the migrants in their home country and tell why they want to leave.

Also, we talked about the travel conditions and how they were welcomed in their destination.

My group and I decided to talk about North Korean migration. The migrants want to leave because of the political system which stops them from everything. So they want to go to South Korea to have better living et working conditions. Chloé Pennel.

THE EUROPEAN STANDARD: PE

EXPECTATION

When we chose to take the European option, we were aware that we would have more lessons but we didn't know what it would look like. We also had many expectations for this class. Most of us hoped that European section will improve our English and we thought that we would talk a lot. We also thought that there would only be classmates with very good level in English. Furthermore, people also didn't expect the same things, for example, in the sport group, students thought we would practice more sports activities and the others less.

REALITY

In fact, the reality has some facts that meet with what we expected but also other elements that we weren't aware of. Euro class during this term, we discovered lot of thing about games like rugby and badminton that we didn't even know in French. We learnt a lot of vocabulary and techniques. There are a lot of interactions with our classmates, our teachers and other classes. We feel we are in a good atmosphere and it's more lively than we expected.

Heeeuuu ...On
fait quoi en classe
EURO ???



Hi, we are the 2nd European section students in PE (physical education). When we were in 3e, we choose to take this option without knowing what it will look like so today we are going to share the expectation we had with you, the reality and the tasks we have done during the 1st term.

ACTIVITIES

We began studying rugby. We searched on the internet the history of that sport and we talked about it together: we had to speak a lot in the class to improve our English and be able to interact with English speakers. It's our participation which make the class lively.

Now we are going on with badminton. During the first part of the class, one hour, we practice sport, learn the different shots, moves, position etc. And in the second hour, we are talking about the sport we're practicing, first with the class and then in groups.

Our final task :

During the first quarter, we studied rugby and practiced with Mr CLEROUIN and Mrs AMID. For our final task, we did a poster about the history of rugby which is a subject that we have chosen. We were a group of 6. We divided the subject in several parts: rugby creation, female rugby, best teams... Then, we presented our poster to the 9th grade students (3ème). That was a really good experience, because we could share what we have learnt in this European section and show the skills we achieved to our juniors.

Before the presentation, we trained ourselves before by presenting our poster to our classmates. Even if we felt a little stressed to present in front of the 9th grade, this was a very interesting experience, we loved interacting and the students reactions. They asked a lot of questions that made us feel happy and proud of our work. They looked very interested and it was really good moment.

Let's recap ! So in EURO class, we do MANY activities in which we interact a lot. It allows us to improve our English. Don't worry if you think that you are not good enough because in EURO class the aim is to progress in English by making mistakes !

Our experience in European section

Expectations :

We all wanted to join the European class in order to progress in English and learn about the English-speaking world. We hoped to deepen our knowledge of the English-speaking countries, not necessarily in sports since we didn't know which subject we would have. We also wanted to broaden our culture.



Reality : What did we do

VS

During this term, we worked on rugby, its history and rules. It was very interesting. We were able to practice the game as well as learn about the vocabulary. While we played we were able to get to know each other better so we communicated a lot in English. We also did a project on this subject that we presented to a class of 3e.

All of this was a great experience for all of us and it helped us to acquire new skills and knowledge. Hence we are really happy that we chose the European class.

Our group the day of the presentation





December 17, 2019

- Lessons :

An usual lesson is divided in two parts: the first one is dedicated to the practice of the specific sport in question. Then, there is a lesson part where we do some activities that consist in knowing more about this game (history, rules, equipment ...). During our first term, we studied rugby.



The final task was to create a poster and our group had to present the main players, events and the best teams rugby. We met the Year 10 pupils so that they could discover our work. So, every group presented their poster and answered all the questions they had.



Editors: Adrien, Ilan, Julien,
Ghiles, Ruben, Aurélien,
Carla, Manon

