**MESSAGE DE LA PRÉSIDENTE**

Bonne année à tous and welcome to the year 2021! As I write this message, I am reflecting on the second year of my AATF presidency during 2020 and everything we all experienced. We saw the COVID-19 pandemic arrive and surge throughout the country for over 10 months until the vaccine trials were successful in mid-November. We watched many protests over the murder of George Floyd and the ramifications for our society in terms of social justice. We participated in the election on November 3rd and watched in anticipation until the results were announced. Although we had to cancel our convention in Trois Rivières, Québec, in July, our series of webinars offered during the spring, summer, and fall were hugely successful. We discovered new ways to communicate with each other and build community despite the pandemic. We also developed a statement to reflect the support of our association for diversity and inclusion of our members and the community at large.

One of the other projects we have been working on for the past two years is the Standards for the Learning of French K-16. Our current document dates from 1999 and was based on the National Standards for Foreign Language Learning, published in 1996. The national standards have since been revised and are called the World Readiness Standards, published in 2015. During the ACTFL convention in 2018, I attended a meeting of the Standards Collaborative where I met the members of fourteen different language groups who were all working on revised versions of their standards. We were provided with a template developed by Paul Sandrock and his team at ACTFL and a sample of the newly-developed language specific Standards for the Learning of Yoruba K-16.

In 2019, my first year as president, I decided to form a task force to work on the writing of the new French standards. I was very fortunate to persuade Randa Duvick, professor of French at Valparaiso University (IN), to work with me as co-chair of the French Standards Task Force. With Randa’s help we solicited names of French teachers who would represent elementary, middle school, high school, and university levels of instruction. Once our team was chosen, we had our first virtual meeting, where we discussed how the standards would be written and who would have various responsibilities. The document essentially has three parts: (1) an introduction about the importance of learning French, (2) a list of sample progress indicators for each of the five Cs (Communication, Culture, Connections, Comparisons, and Communities) based on proficiency levels, and (3) learning scenarios that are also based on proficiency levels, rather than on grade levels. One of the major differences between the “old” French standards and the current version is that the performance is based on proficiency levels, not on grade levels, which is why both the sample progress indicators and learning scenarios had to be written differently.

Each task force member wrote three or four sample progress indicators. For example, “Communication—Interceptive mode, Novice level: Learners understand and follow oral instructions in French related to daily classroom activities and topics such as the daily calendar [day, date, time, and weather]” or “Culture—Relating cultural practices to perspectives, Intermediate level: Learners watch movies, commercials, or documentaries from the Francophone world and explain cultural patterns and social behaviors that they see on the screen. They also explain how these products reflect the perspectives of the culture.”

Following the completion of the writing of the sample progress indicators, those members of the task force who were planning to attend the Philadelphia convention in 2019 met to discuss our progress and the upcoming assignment of writing the learning scenarios for novice, intermediate, and advanced levels of proficiency. I developed a template so that the learning scenarios would be consistent in format. Our deadline for the learning scenarios was November 2019, immediately after the ACTFL convention. During that convention, I attended another meeting of the Standards Collaborative and learned that several other languages had completed or were in the process of completing their standards. (See a sample learning scenario from the French Standards on page 18.)

Once the learning scenarios were completed, Randa and I plan to offer a workshop at the New Orleans convention this July to intro-
MESSAGE DE LA PRÉSIDENTE (SUITE)

roduce the newly revised French Standards to everyone. There will also be several interest sessions dedicated to roll out the standards.

I would like to thank Randa DuVick for her incredible work on this document as well as the following French Standards Task Force members:

- Andrea Behn, Parker High School, Janesville, WI
- Roseline Berger, Yorktown High School, Arlington, VA
- Marie-Magdeleine Chirol, Whittier College, Whittier, CA
- Claire Frazier, Kolter Elementary School, Houston Independent School District, Bellaire, TX
- Samantha Godden-Chmielowicz, Carl Schurz High School, Chicago, IL
- Frédérique Grim, Colorado State University
- Jacqui Kandell, Palo Alto Unified School District, Palo Alto, CA
- Nelly G. Kupper, Northern Michigan University
- Polly Mangerson, DePaul University, Chicago, IL
- E. Nicole Meyer, Augusta University, Augusta, GA
- Maria del Carmen Ramirez, Ysleta Independent School District, El Paso, TX
- Lauren Schryver, Castilleja School, Palo Alto, CA
- Henriette Sindjui, Baltimore International Academy, Baltimore, MD
- Milton Alan Turner, St. Ignatius High School, Cleveland, OH

WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One $2000 scholarship per year is given to help a student pay for a semester or year’s study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2021-2022.

Eligibility Requirements

The student applicant must be at least 18 years of age at the time of application and enrolled in an established teacher education program in French. Applications for independent study abroad trips or summer programs will not be considered. The applicant must be a U.S. citizen or permanent resident and non-native speaker of French. He or she must be recommended by an AATF member teacher.

Scholarship

The scholarship will be paid directly to the study abroad program of the winner’s choice for a semester-long or one-year program. The recipient may attend an established program in any Francophone country that is accredited by his or her American university. Students may also attend established programs sponsored by universities other than their own providing credit is transferable. Cash payments will not be made directly to recipients.

Application Form

Applications must be submitted online. For instructions, go to https://www.frenchteachers.org/hq/summerscholarships.htm. Letters of recommendation should be e-mailed to scholarships@frenchteachers.org with applicant’s name. Jensen Scholarship 2021 in the subject line. The deadline for receipt of applications is March 15, 2021.
Chers Collègues,

Je vous souhaite une heureuse et prospère nouvelle année 2021. Si vous n’avez pas encore renouvelé votre adhésion à l’AATF, je vous encourage à le faire dès maintenant. Si vous voulez participer au Grand Concours, à la Société Honoraire de Français, à la société des Jeunes Amis du Français ou enfin au congrès de la Nouvelle-Orléans, il est important de vous occuper de votre cotisation à l’avance.

FORMATIONS

Il suffit de parler aux membres qui ont assisté aux webinaires que nous avons organisés depuis le mois de mars dernier pour comprendre leur appréciation des efforts de l’AATF. Lorsque la pandémie nous a obligés de tout arrêter, notre premier réflexe a été d’organiser des séances de soutien pour nos membres.

En guise de remplacement de notre congrès annuel qui aurait dû avoir lieu au Québec, nos intervenants ont participé à une série de webinaires qui traitaient de la grande variété de sujets que l’on trouve d’habitude dans notre congrès.

Au mois d’août, les professeurs planifiaient une rentrée qui s’avérait difficile. À vrai dire, dans mes conversations cet automne avec nos membres, je me suis rendu compte qu’on voit toutes les situations possibles, de tous les élèves présents dans l’école tous les jours jusqu’à l’enseignement complètement virtuel.

Catherine Dusselin, notre déléguée régionale pour le Nord-Ouest, Susie Hennessy, déléguée pour le Sud-Ouest, et une de nos vice-présidents Catherine Ritz, ont organisé un véritable séminaire de cinq séances sur Hybrid Learning.

En même temps, nous avons continué à présenter d’autres webinaires sur des sujets proposés par les membres dans les sondages que nous avons faits, au rythme de deux ou trois par mois. La collaboration avec nos partenaires habituels nous a permis de vous proposer des formations et animations culturelles offertes par l’Ambassade de France, par la Fédération des Alliances Françaises et par le Centre de la francophonie des Amériques.

Vous pouvez trouver des documents et enregistrements de tous les webinaires AATF à https://www.frenchteachers.org/resources/web-based-activities/. Soyez attentifs aux mails que vous recevrez dans les semaines à venir contenant des renseignements concernant la programmation du printemps que vous pourrez trouver éventuellement en suivant ce lien.

FRENCH REVIEW

À partir de mars 2021 la French Review sera publié électroniquement dans la collection de Project Muse de Johns Hopkins University. Tous les membres auront accès à la version numérique. Si vous voulez continuer à recevoir une copie papier du journal, il y aura des frais supplémentaires pour couvrir l’envoi.

SERVICES ET RÉCOMPENSES

Nous essayons d’offrir aux membres de nombreuses ressources pour promouvoir leur programme, pour récompenser les élèves et pour inspirer leur travail en classe. Pensez à proposer votre programme pour obtenir la désignation «Exemplary Program» (page 24). C’est un moyen d’attirer une attention positive et de renforcer la valeur du programme auprès des administrateurs.

En plus du Grand Concours et de la Société Honoraire de Français, mentionné ci-dessus, vous pouvez nommer un/e élève pour un Outstanding Senior in French Award ou pour l’Excellence in French Award. Nous offrons le Walter Jensen Scholarship for Study Abroad qui est destinée à un/e étudiant/e qui se prépare à une carrière d’enseignant. Les membres de l’AATF ont aussi accès à des bourses et des Small Grants.
CONGRÈS DE LA NOUVELLE-ORLEANS

Venez nous rejoindre pour le congrès de l’AATF du 19 au 22 juillet 2021 à l’Hôtel Monteleone à la Nouvelle-Orléans. Nous espérons de tout cœur pouvoir tenir le congrès en personne et attendrons le plus tard possible pour prendre une décision définitive. Il y a tant d’éléments qui figureront dans une telle décision que ce n’est pas quelque chose que nous puissions faire avant d’avoir une meilleure perspective sur la question des réunions en personne, des voyages et la sécurité des congressistes. Nous vous tiendrons au courant de l’évolution de l’organisation du congrès.


De nombreux collègues sont isolés, le seul professeur de français dans leur établissement, et n’ont que rarement l’occasion de voyager dans des pays francophones. De nos jours, les communautés sont virtuelles aussi bien que réelles, et les demandes professionnelles et personnelles sur les professeurs de français ne cessent d’augmenter. Nous voulons que l’AATF continue à être l’endroit où enseignants à tous les niveaux et de tout âge peuvent trouver soutien, conseils et inspiration.

- Jayne Abrate
  Secrétaire générale
  abrate@frenchteachers.org

AMAZON SMILE

The AATF has an Amazon Smile link. Every time you make a purchase on Amazon, Amazon will make a donation to the AATF at no additional cost to you.

If you always start from our link at https://smile.amazon.com/ch/38-1718889 when you log into your account, the funds will be automatically donated.

The AATF Executive Council made the decision to use any funds received through Amazon Smile to support the attendance of students planning to be French teachers at the annual convention. Thank you for your support in this endeavor!

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARD

The AATF invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and post-secondary (university, college, or community college). The purpose of the award is to recognize teachers who have demonstrated excellence and commitment in the teaching of the French language and French and Francophone cultures and literatures.

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2022 a cash award, and a one-year subscription to Le Français dans le monde. An official presentation will be made at the AATF Awards Banquet in New Orleans in July 2021.

Nominations may be made by any AATF member in good standing or by an AATF chapter. The nominee must be an active member of the AATF. All documents must be submitted by February 1, 2021. Please see https://frenchteachers.org/promote-french/awards-and-grants for additional information and the application form.

Nomination packages, which should not exceed 5 pages, will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession. Submit the nomination packet electronically in .pdf format [one file with the candidate’s name in the file name] to awards@frenchteachers.org.

CALL FOR LESSONS ON INTERCULTURALITY

The AATF High School Commission is seeking submissions for lessons on Interculturality. Please contact Jean Copeland at jean.m.copeland@gmail.com for more info!
2021 EXECUTIVE COUNCIL

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Region IX (Northwest) Representative [2021]
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In June 2020, I was delighted to learn that AATF Headquarters had chosen my project, "Le Vent du Nord Concert and Workshop," to receive a $250 small grant. *Le Vent du Nord* is a traditional Québécois group that I first met in 2012 at Franco-fête in Minneapolis, MN. At that time, there were four members in the band (a fifth member joined in 2018). They each played a multitude of instruments; they had beautiful voices; their banter between songs was both entertaining and educational, and they were very nice to my students after the concert. It didn’t take long for my husband and me to become superfans of Le Vent du Nord. Between that first concert and April 2018, we saw them in concert eight more times in four different states (WI, OH, SD, and IA).

Knowing that their Midwest concerts were largely funded by area art councils and that they often combined the concerts with school workshops, I sprang into action to get them to my school! The Lakeville South French Club was the main sponsor of the January 10 event, but I also secured sponsorships from the Minnesota Chapter of the AATF, the Lakeville South Choir Boosters, the Lakeville South Band Boosters, and the Minnesota National Guard. I also applied for a Small Grant from the national office of the AATF.

The morning of January 10, Le Vent du Nord performed at Lakeville South High School. In the audience were band, choir, and French students from Lakeville South, choir students from one of the Lakeville middle schools, as well as French students from six area elementary, middle, and high schools. Following the concert, the band invited students onto the stage to attempt *podo-rhythmie* (traditional foot tapping), and they took questions from the audience. I was particularly proud of one of my students, who composed a song for the band (featuring six musical instruments) which he entitled "Le Vent du Minnesota."

Following the concert, the Lakeville South and North students gave overwhelmingly favorable feedback. Here are some of my favorite comments:

The concert was amazing and very engaging. It was great how they introduced their instruments and did solos with them. I thought it was a great way to spend a Friday engaged in French. If you can, please get them back here next year. [older student]

I think the concert was fun, and I enjoyed the music. I thought it was fun how they joked around with each other on stage and gave information about their instruments and culture. It was also cool to see them try to teach people how to do the tapping. I liked that they had instruments that were obscure so you could hear things you don’t normally hear in music in the USA. [older student]

The concert was amazing. The foot tapping thing was fun; glad they taught us how to do it like them. The quick bit about the accordion was interesting. It was fun when they included the audience with the foot tapping and clapping. It was hard to just stay sitting down. [older student]

They were very entertaining and spoke English better than I expected. It motivated me to work harder at French so I can also be bilingual. [9th grader]

I also heard back from a teacher who had brought the youngest students in the audience. One of her nine year olds, a boy who normally never says anything personal in her class, told her that it was the best concert he had ever seen, and he thanked her for making it possible for him to go to the concert.

If you ever have the occasion to see Le Vent du Nord in concert, you must do so. If you ever have the occasion to host them at your school, you must do so. Your students will love you for it!

*Merci beaucoup à l’AATF pour votre partie en finançant le concert.*

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CALL FOR NOMINATIONS

NOMINATIONS FOR AATF VICE-PRESIDENT

The Nominating Committee is asking all AATF members to submit nominations for the position of AATF Vice-President for the term 2022-2024. According to the constitution, the duties of AATF Vice-Presidents are as follows: “The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council.” Further explanations have been developed as follows:

- To serve and assist at the discretion of the President: by attending executive council meetings; by attending the full annual conference of the AATF; through excellent communication skills; through designated areas of focus germane to the concerns of the AATF;

- To support and promote the mission of the AATF; see mission statement at https://frenchteachers.org/about/mission/;

- The roles of the vice-presidents have been defined by the President as follows: (1) vice-president responsible for overseeing AATF committees and making sure that all committees are on task throughout the year and prepares a report for the president which is presented at our annual meeting; (2) vice-president responsible for contacting commission chairs and making sure that all commissions are on task throughout the term of their projects and fulfilling other requirements for commission chairs; (3) vice-president responsible for seeking to increase the diversity of our association as a whole which includes consulting with various constituencies to ensure that diversity is being considered in recruitment, representation, nominations, and publications.

Nominations for the position of Vice-President should have made significant contributions to the AATF on the chapter level as well as in their region or even on the national level and should possess leadership qualities.

The term of office of the Vice-President begins on January 1 of each year. The Vice-President is “limited to two consecutive terms of three years or one term if over a year has been served just previously in filling a vacancy.”

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position. In addition, we ask chapter presidents and other colleagues to submit nominations. The term of office will begin on January 1, 2022 and run for three years, renewable for another three years.

The committee will present a slate of two candidates for this position to the Executive Council for its consideration at the Annual Meeting in New Orleans in July.

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send her/his CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, March 1, 2021. The CV should stress the work of the person with AATF as well as other language related organizations. It shall be limited to no more than five (5) pages in length.

If additional information is required, the committee will request it. While publications and career paths are important, they should not be the primary focus of the CV.

Send your nominations and address any questions to the Committee Chair at vpnominations@frenchteachers.org no later than March 1, 2021.

NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region II (New York & New Jersey—Metropolitan, Nassau, Suffolk, Westchester, NY, Central NY, Hudson Valley, Pays du Nord, Rochester, Western NY, NJ), Region IV (Southeast—AL, FL, GA, MS, NC, SC), and Region IX (Northwest—CO/WY, ID, MT, ND, OR, SD, WA/AK) for a three-year term, 2022-2024. Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative.

Nominations may come from members or chapters, including those outside the nominee’s own chapter. The AATF Constitution states that a Regional Representative cannot be succeeded by someone from the same chapter. There is an incumbent in one region.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee at rnominations@frenchteachers.org by March 1, 2021.

The committee will contact nominees to submit their curriculum vitae and a personal statement.

CONTRIBUTE TO SCHOLARSHIP FUND

We invite AATF members and colleagues to contribute to a scholarship fund in honor of the late Jane Black Goepper, longtime editor of the AATF National Bulletin, who passed away in 2018. At the behest of her family, we are collecting money to be used for a scholarship in her memory. Jane was a true global citizen, world traveler, and teacher/mentor.

Hopefully, the funds collected will allow others to start their global adventure. We currently have $2225 received or pledged. To contribute, go to https://frenchteachers.org/hq/donate.htm or send a check to AATF Goepper Scholarship Fund, 302 North Granite Street, Marion, IL 62959. Thank you for your support.
SALUT LES JEUNES!
SYMBOLIZING NEW ORLEANS

Whether you’re marching in a Mardi Gras parade with your favorite mask, listening to some jazz music from Louis Armstrong, discussing the symbol of the fleur-de-lis and its connection to the French monarchy, or eating some delicious cuisine, you find yourself embedded in the story of New Orleans, Louisiana.

Students are more familiar with masks than ever before. Use this as a teachable moment to make some Mardi Gras inspired masks and discuss the story of masks for this celebration. People wore masks as an escape. People could be anyone they wanted to be by wearing a mask. Invite students to choose a famous person and create a mask about that person.

Consider connecting with the music teacher in your school to learn the story of jazz music and its connection to New Orleans. Discuss the life of jazz music icon Louis Armstrong. He started playing music as a child. This might inspire some young musicians in your classes!

The fleur-de-lis represents the French Monarchy. Since Louisiana was named for King Louis XIV in 1682, the fleur-de-lis symbol has represented this territory. In 2008, the fleur-de-lis was made the official symbol of Louisiana and continues to be a unifying symbol for New Orleans after the devastation of Hurricane Katrina. The New Orleans Saints football team also uses the fleur-de-lis symbol. The fleur-de-lis symbol is used in Québec, too. Students could do a geographic study of the fleur-de-lis symbol as it traveled from France, to Canada to the U.S.

Discussing symbols of New Orleans would be incomplete without mentioning food. From beignets to crawfish, and jambalaya to po’ boys, the cuisine of New Orleans showcases the many cultural influences and geography of the southern waterfront location. The next time you do a food unit, consider incorporating specific dishes from different Francophone locations. Invite students to research some recipes and their origins. Go beyond the pain, salade, et soupe!

Enjoy the stories behind the symbols, embrace the limitless learning potential, and ignite curiosity among your students and their families.

I’m off to enjoy some bananas foster!

Karen Kuebler
FIES Commission Chair
kkcdanser@verizon.net

AATF WEBINARS

L’AATF continuera avec une nouvelle série de webinaires au printemps. Parmi les sujets qui ont été proposés sont la Francophonie aux États-Unis, l’Afrique francophone, la diversité dans les cours de français, les normes nationales et autres. Si vous avez un sujet à proposer, n’hésitez pas à nous le faire savoir à aatf@frenchteachers.org. La plupart des présentations sont en français si possible. Vous pourrez trouver le calendrier à https://frenchteachers.org/resources/web-based-activities/ ainsi qu’un lien vers les documents et enregistrements des webinaires précédents. Soyez attentifs aux mèles que nous enverrons en janvier avec plus de détails.
WINNERS OF THE 2020 AATF FRANCOPHONE TRIVIA CONTEST

Félicitations aux gagnants et à leurs professeurs. Merci à tous les élèves qui ont participé!

**LEVEL A (BEGINNER)**

<table>
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<th>Student name</th>
<th>School</th>
<th>State</th>
<th>Teacher Name</th>
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<tr>
<td>Jared G.</td>
<td>Shelbyville Central High School</td>
<td>Tennessee</td>
<td>Marilynn Newman</td>
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<tr>
<td>Nate L.</td>
<td>Rye Junior High School</td>
<td>New Hampshire</td>
<td>Jennifer Bell</td>
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<tr>
<td>Tatum Z.</td>
<td>Xavier College Prep</td>
<td>Arizona</td>
<td>Stacy Seger</td>
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<tr>
<td>Oliver R.</td>
<td>William Diamond Middle School</td>
<td>Massachusetts</td>
<td>Christine Goulet</td>
</tr>
<tr>
<td>Leland W.</td>
<td>Emerson School</td>
<td>Michigan</td>
<td>Sarah Longcore</td>
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<tr>
<td>Enrique A.</td>
<td>Pace Academy Middle School</td>
<td>Georgia</td>
<td>Edna-May Hermosillo</td>
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<tr>
<td>Fiona M.</td>
<td>Grayson High School</td>
<td>Georgia</td>
<td>Rachel Fowler</td>
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**LEVEL B (INTERMEDIATE/ADVANCED)**

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<tr>
<td>Alan Z.</td>
<td>Livingston High School</td>
<td>New Jersey</td>
<td>Soukeyna Diop-Tall</td>
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<tr>
<td>Jasmine A.</td>
<td>SchoolNova at Stony Brook</td>
<td>New York</td>
<td>Marleine Chiofalo</td>
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<td>Andrew Q.</td>
<td>Northeastern High School</td>
<td>Pennsylvania</td>
<td>Robin Hickey</td>
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<td>Ethan H.</td>
<td>Half Hollow Hills High School</td>
<td>New York</td>
<td>Jennifer Houston</td>
</tr>
<tr>
<td>Laura S.</td>
<td>BASIS Independent Silicon Valley</td>
<td>California</td>
<td>Leila Kosiba</td>
</tr>
<tr>
<td>Alexander B.</td>
<td>Shenendehowa High School</td>
<td>New York</td>
<td>Pamela Thompson</td>
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DÉCOUVREZ LA NOUVELLE ORLÉANS!

- Congrès annuel de l’AATF du 19 au 22 juillet 2021
CLASSROOM ACTIVITY
MARDI GRAS

A few years ago, I created four lessons for Mardi Gras. The first on Mardi Gras in New Orleans is in English and used in our Level 1 courses. In Level 2, students do a number of activities with bilingual resources on the Carnaval de Québec. In Level 3, students use the schedule in French to identify the different events during the Carnaval de Binche in Belgium. In Level 4, students learn about the Carnaval de Dunkerque in French and attempt to figure out a traditional song sans dictionnaire. The point of these activities was to scaffold a knowledge of Mardi Gras from using critical thinking skills in English in Level 1 to being able to discuss the celebrations entirely in French by the time students got to Level 4.

For the Mardi Gras in New Orleans lesson, students were presented with the media-based stereotype of “Mardi Gras is one big parade put on by the city in the French Quarter of New Orleans on Fat Tuesday where people drink a lot and women lift their tops to earn beads.” The objective was that at the end of class, students would rewrite the previous statement, correcting the six falsehoods, with a partner.

Students then watched two videos, which can be found at https://tinyurl.com/jfcmardigrasvids, that talk about the history of Mardi Gras and about the making of parade floats. Students then are shown maps of the parade routes for the Krewes of Rex, Bacchus, and Orpheus and learn that since the 1920s, most of the Krewes moved their parades west of Canal Street and out of the French Quarter because of its narrow streets. They also learn about the variety of parade throws and the proper etiquette for getting a krewe member’s attention. Students were then partnered up and again presented with the media-based stereotype to work on correcting the six falsehoods to make it a true statement. The PowerPoint used for the lesson can be accessed at https://tinyurl.com/jfcmardigrasnola.

Students always did an excellent job and seemed to enjoy it, especially when I’d throw dollar store doubloons or necklaces at them when they said, “Throw me something, mister!”

- Justin F. Charles
  Round Lake High School (WI)
  justinfrieman@yahoo.com

The AATF and the Société Honoraire de Français (SHF) are pleased to announce the formation of a new honor society for middle and elementary school students. Full details can be found on the Honor Society Web page at https://www.frenchteachers.org/jaf.

The new society, called Jeunes Amis du Français (JAF), was approved by vote of the SHF sponsors. The Jeunes Amis du Français functions similarly to the SHF. Any middle or elementary school teacher can request a JAF Charter for a one-time fee. Because of the diversity of middle school programs, a school must select the Cultural or Academic option. Each chapter must induct students at least once per year in order to remain active.

The sponsoring teacher must be a current AATF member.

There is a per student induction fee. Each student will receive a certificate attesting to his or her membership. Additional materials will be available for purchase.

Membership in the JAF does not imply membership in the SHF nor give the student the right to SHF materials.
WHAT'S NEW IN THE FRENCH REVIEW?

VOL. 94.3 (MARCH 2021)

SPECIAL SECTION: L’ENSEIGNEMENT AUX TEMPS DE LA PANDEMIE

- Where Learning Begins: Lessons from a Pandemic [Ana Fonseca Cowboy]
- Teaching and Learning During the Pandemic: A Journey of Co-Creation [Margaret E. McCollcy]
- Academic Integrity by Design: Universal Solutions for Face-to-Face, Remote, and Online French Classes [Jessica S. Miller]
- Developing Student Identity through Community: Practices in Remote Interpersonal Communication [Nicholas King]
- Creative Approaches to Teaching French and Francophone Culture Remotely [Geraldine O’Neill and Adelia Williams]
- Teaching French During a Pandemic: Lessons in Innovation, Creativity, and Community [Leanna Bridge Rezvani]
- The Silver Lining to Teaching Online in the Covid-19 Era [Danica Guerrero]
- The Flipped Remote Classroom in Colleges and Universities [Josiane Banini]
- Designing Interpretive Communication Activities in Canvas [Jason Martel]
- Abd al Malik au musée: Rap, Camus, and Neo-Impressionism in the Spring of 2020 [Lynne Bermont]
- Rethinking the Beginning French Class: Strategies for Transforming Teaching Challenges into Opportunities [E. Nicole Meyer]
- Aborder les questions raciales dans nos cours [Angèle Kingué]
- Engaging Equity Pedagogy in Virtual French Courses [Jerry L. Parker]
- TalkAbroad: A Relaxed Setting for Learning and More Fun than Cheating [Peter A. Machonis]
- Engaged Online Language Learning with How-To Videos [Audra Merfeld-Langston]
- Facial Cues of the Mouth and Language Learning in an Era of Face Coverings and Virtual Courses [Elizabeth Zwanziger]

FILM

- Dossier pédagogique: Hors normes [Éric Toledano et Olivier Nakache, 2019] [Nathalie Degroult, Michèle Bissière et Marie-Line Brunet] [on website]

LITERATURE

- Une microcosmologie parisienne: aspects d’un roman de Jean Echenoz [Franck Lasmézas]
- From chinoiserie to à la manière chinoise: Théophile Gautier’s “Le pavillon sur l’eau” [Jingwen Liu]
- Le tout-monde d’Édouard Glissant: une vision poétique et politique altermondialiste [Mamadou Moustapha Ly]
- L’apothéose de la boue dans la trilogie mythologique de Michel Tournier [Jonathan Krell]

FOCUS ON THE CLASSROOM

- Conception, transcription et relectures expressives d’un support culturel: l’exemple de Ratatouille [Arnaud Duval et Guillaume Jeanmaire]
- DOSSIER PÉDAGOGIQUE
  - La vie scolaire [Grand Corps Malade et Mehdi Idir, 2019] [Aaron Prevots]

CHANGES TO THE FRENCH REVIEW

Starting with this issue, the French Review will be published digitally through Project Muse at Johns Hopkins University Press. All AATF members will have access to this digital archives of the French Review [which includes the last ten volumes]. If you would like to continue to receive a hard copy of the journal, there is a $20 charge to help defray postage costs. Contact aatf@frenchteachers.org for more information on receiving a hard copy.

REBECCA & JEAN-PAUL VALETTE AATF LEGACY AWARD

Thanks to a generous donation from AATF Past-President Rebecca Valette and her husband Jean-Paul, we are pleased to announce the fourth annual Valette Legacy Award which will be made to an AATF member teacher whose program has shown significant growth over the last 3-5 years. The candidate selected will receive a cash prize of $3000 and a complimentary one-year AATF membership. He or she will also receive a plaque to be presented publicly at the AATF annual convention or at a local event of the candidate’s choosing. The funds are intended to be used for professional development as well as improvement of the program.

REQUIREMENTS

The candidate chosen

- must have been teaching at the middle school or high school level in a public or private school for at least 5 years;
- must have been an AATF member for at least three consecutive years;
- must demonstrate significant and steady growth in enrollment in his or her French program over the last 3-5 years;
- must submit a (1) current CV; (2) statement describing his or her personal philosophy on teaching French (500-800 words); and (3) description with documentation of recruitment and retention strategies used;
- must submit enrollment figures over the past 3-5 years, including comparative figures for other languages and/or schools in the district or comparable schools.
- (5) must include 2 letters of support: a recommendation from an administrator addressing the growth in enrollment and the candidate’s achievements and a letter from a colleague highlighting the candidate’s achievements.

Preference will be given to a teacher who is the sole full-time teacher at his/her school.

The application should be submitted in pdf format as one document. Email this document to abrate@frenchteachers.org no later than March 1, 2021. Letters of support may be e-mailed directly to abrate@frenchteachers.org with the applicant’s name and AATF Legacy Award in the subject line.
Paris has long held a mystique for African Americans, due in large part to the rich literary heritage forged by great writers such as Langston Hughes and James Baldwin, both of whom were shaped by their time in Paris (see article in the November issue of the *National Bulletin*).

In Shay Youngblood’s novel *Black Girl in Paris* the protagonist goes to Paris to seek inspiration as a writer because “Langston was here […] Jimmy was here” (2). Aware of the “groundbreaking cultural exchange that has enriched French culture and allowed African Americans to leave a lasting imprint” (Vickers), nostalgic lovers of these writers are lured to Paris to visit the places where Hughes and Baldwin, among others, lived and wrote about. But does Paris still have the same appeal for African American writers, and how are Parisians responding to the Black Lives Matter movement?

Monique Wells retraced the steps that Langston Hughes took to Montmartre on his first day in Paris and explored other sites that he mentioned in his autobiography. She writes, “I begin at the church Notre-Dame de Lorette in the 9th arrondissement, which Hughes passed as he headed up the hill to the area where the first African American community in Paris was established after World War I.” She asks herself, “Did Hughes know, as he trudged up the hill … that he was walking through a favorite neighborhood of author Alexandre Dumas?” On *rue Pigalle* (known today as *rue Jean-Baptiste Pigalle*), Wells passes close to the location of Le Grand Duc. Now a Chinese restaurant, “The Duc” was the night club in black Montmartre where Hughes worked as a dishwasher and heard the jazz rhythms that inspired his poetry. Wells tells us that she sees the “partial view of Sacré-Cœur that Hughes undoubtedly saw when he came to work at 11 p.m. and left at 7 a.m.”

Gary Lee took a similar trip that he labels “a tribute to expatriate nostalgia.” He retraced the footsteps of Richard Wright and “strolled the lane of Baldwin memories, from the Left Bank hostel where he first arrived to the noisy cafés where he scribbled his way to literary fame.” During his “sojourn to the Paris of African Americans” in 1997 Lee also discovered “a Paris sparkling with a fresh infusion of black culture.” He describes the many jazz clubs in Paris (enough to constitute a scene) and tells us that many of the regular musicians on the circuit are expatriate African Americans. According to Lee, Paris is one of the few cities where there is a concerted attempt to mix blacks from various regions, including Africa, the Caribbean, and the U.S., as Richard Wright had discovered in the 1950s.

Is Paris still a haven for black Americans? Thomas Williams posed this question in 2015 and found that black Paris is “off and on.” He reminds us that the black Americans found in Paris over the years have tended to be “creative types, natural allies of the sophisticated, art-loving French.” This default reverence has done much “to insulate American blacks from the harsher sociopolitical realities most immigrant groups must face.” Lee quotes the novelist and playwright Jake Lamar, who has lived in Paris since 1993 and believes that “unlike Americans, French are not overtly racist or obsessed about race.” But Lee also states that other black visitors to Paris report being stopped in the métro and questioned by police or complain of bad service in restaurants or rude behavior from locals. Stovall suggests that the prejudice that exists in France “overwhelmingly targets the poor and unassimilated from the nation’s former colonies” (293).

At the James Baldwin International Conference in Paris in May 2016 it was said that the
French “love to spotlight American racism but remain in denial about their own” (Burroughs). So we may wonder what has been the reaction in Paris to the Black Lives Matter movement. According to an article in the Washington Post, defying a police order banning protests amid the coronavirus pandemic, an estimated 15,000 people marched in Paris on June 2 in honor of George Floyd and Adama Traoré [Mcauley]. The French-Malian Traoré died in French police custody in July 2016 after an arrest that was not filmed but during which he was pinned down by three police officers. The police officers involved were exonerated. Traoré’s sister and her family have sought to transform Traoré’s name into a rallying cry against police violence in France. Assa Traoré’s ultimate goal is to raise awareness of racial discrimination in a society “that refuses to recognize race.” As you are no doubt aware, French law prevents the collection of statistics, for example in a census, on race, religion, or ethnicity, making France officially a colorblind society. But the demonstrations have triggered a national debate, and France is one of the countries being “forced to face its own contradictions” [Dozol]. France will have to answer the question posed by Guy Sorman: “How can we preserve the unity of democratic nations while taking their cultural diversity into account?”

In the meantime, visitors to Paris can explore African American history with a guided tour or through self-guided stops at places significant to the African American experience in Paris, or some combination of the two [Okona, Vickers]. However, at the time of writing this article, Ricki Stevenson’s Black Paris Tours [blackparistour.com] were temporarily suspended due to coronavirus. For those who are restricted from traveling to Paris, you may watch “Paris [Africa Everywhere]” [theafricachannel.com/watch/clip-paris/], the video of Jake Lamar discussing life in the French capital. Readers may enjoy Michel Fabre and John Williams’ A Street Guide to African Americans in Paris (1996). The delightful guide assumes readers know the history of the African Americans whose lieux de mémoire it lists, but it records “where prominent African Americans lived, what they were doing there, what unexpected events happened to them, and whatever anecdotes are relevant to their stay and experience” [2]. For those unfamiliar with the past of African Americans, Tyler Stovall’s Paris Noir is a thorough and easy-to-read history of African American achievements in Paris. Students who want to engage more deeply in the black experience in the City of Light may enroll in a course at Auburn University at Montgomery entitled “Black Paris,” a course that fulfills an International Studies Minor with an emphasis on African American achievements in Paris. Students who want to engage more deeply in the black experience in the City of Light may enroll in a course at Auburn University at Montgomery entitled “Black Paris,” a course that fulfills an International Studies Minor with an emphasis on French culture.

Paris today is a thriving, cosmopolitan city that is home to “a rich black diaspora that […] fascinates many blacks from the United States” [Stovall, 299]. Stovall concludes his book with a quote from Countee Cullen, one of the leading African American poets of the Harlem Renaissance, who said that Paris was a good place for him to build his castles in Spain.

- Jacqueline Thomas
Texas A&M University-Kingsville [ret]
Jacqueline.thomas@retiree.tamuk.edu

Notes
1 Hughes had cited Dumas as an example of a successful black writer when he was telling his father that he aspired to be a writer.
2 Born and raised in the Bronx, Jake Lamar has written—among other works—two novels set in Paris and Brothers in Exile, a play about Richard Wright, James Baldwin, and another African American writer who lived in Paris in the 1950s, Chester Himes.
3 Contact Cercle d’Études Afro-Américaines at CEAA, 15 rue de la Comète, Paris, France 75007 if you have trouble finding this guide. I was able to find it through interlibrary loan.
4 Cullen provided guidance to a young James Baldwin at Frederick Douglass Junior High School where he taught English, French, and creative writing.

Works Cited
The establishment of a chapter of the Société Honoraire de Français offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events. For general information, eligibility, and other questions, you can contact Regina Symonds, SHF President at symondsshf@gmail.com; or Teacher Representatives Tracy Rucker at trucker@loucol.com or Kimberley Harter at kimberleyharter@gmail.com. Information on applying for a charter and ordering materials is available from April Anthony, Secretary SHF, AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: 607-821-2120; fax: (815) 310-5754; email: shf@frenchteachers.org or from the AATF Web site at https://www.frenchteachers.org/shf.

**UPCOMING AATF CONVENTIONS**

- 2021 - New Orleans
- 2022 - Trois-Rivieres
- 2023 - Paris
- 2024 - San Diego

**CALL FOR PROPOSALS 2021 CONVENTION IN NEW ORLEANS DEADLINE EXTENDED**

The call for proposals for the 2021 AATF convention, to be held July 19-22, is posted on the AATF website at https://www.frenchteachers.org/convention/proposal/. Proposals will be accepted until January 31, 2021. The theme for this year’s convention is “Laissez les bons temps rouler: Explorer la diversité du monde francophone.” Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

**UPDATE ON THE AATF ANNUAL CONVENTION IN NEW ORLEANS**

We hope to be able to hold our AATF annual convention, July 19-22, 2021, in person in New Orleans. With the theme of “Laissez les bons temps rouler: Explorer la diversité du monde francophone,” we want to celebrate the French heritage of our most famous Francophone city.

Given the difficulties of planning, we have extended the deadline for submitting proposals to January 31. In addition we have also extended the deadline for our convention travel award https://frenchteachers.org/promote-french/awards-and-grants/ until February 15. We will post regular updates at https://frenchteachers.org/promote-french/conventions/about-the-status-of-the-convention.

During the spring we will highlight our French heritage in North America during our webinar series. We are also planning a publication devoted to teaching about this part of our heritage.

This will be the fourth time the AATF has met in New Orleans (1976, 1990, 2014, 2021). We always strive to incorporate the local Francophone culture into the cultural activities proposed to congressistes such as walking tours of the French Quarter, museums, a swamp tour, and local speakers. We hope that you will plan to join us.

**CALL FOR PROPOSALS**

Linguistic Fun Fact

Are you ready for another linguistic fun fact to get you in the mood for our AATF Convention in New Orleans? How about a word that’s commonplace in Louisiana but a mystery for many outsiders? In Mark Twain’s *Life on the Mississippi* he declared *lagniappe* “a word worth traveling to New Orleans to get.” So … what does it mean? *Lag niapp e* means a little something extra, a freebie thrown in when buying something from a vendor. The word is mostly used in New Orleans and the surrounding regions, so it’s considered to be connected to Creole or Cajun French, and its spelling reflects that French connection as well. The custom of merchants giving a small gift or added bonus to a customer dates back to the 1840s in New Orleans.

However … originally, *lag niapp e* came from a South American phrase la *yapa* or la *ñapa* which meant a free extra item. The Quechua word *yapay* means to increase or to add. It’s still the norm in markets in the Andes to request a *yapa* when shopping.

The practice of adding a *lag niapp e* continues to be practiced in Louisiana, especially among street vendors and even in restaurants. It’s also seen in other towns on the Gulf Coast of the U.S., as well as some Caribbean islands with French Creole connections, including Trinidad and Tobago. Today you may even notice restaurants and shops which use the word as a part of their name.

“We picked up one excellent word—a word worth traveling to New Orleans to get; a nice limber, expressive, handy word—*lag niapp e.* They pronounce it lanny-yap. It is Spanish—as they said. We discovered it at the head of a column of odds and ends in the *Picayune,* the first day; heard twenty people use it the second; inquired what it meant the third; adopted it and got facility in swinging it the fourth. It has a restricted meaning, but I think the people spread it out a little when they choose. It is the equivalent of the thirteenth roll in a ‘baker’s dozen.’ It is something thrown in, gratis, for good measure. The custom originated in the Spanish quarter of the city. … If the waiter in the restaurant stumbles and spills a gill of coffee down the back of your neck, he says ‘For lagniappe, sah,’ and gets you another cup without extra charge.”

*— Life on the Mississippi*

> Martha Behlow
> Geneva Community High School (IL)
> mbehlow@geneva304.org

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**National French Contest Dates**

*FLES* Grades 1-6 (FLES)
February 14–March 1, 2021

*FLES* Grades 7-12 (levels 01-5)
February 17–March 31, 2021

Check the website [frenchteachers.org/concours](http://frenchteachers.org/concours) for information & updates.

**Correction**

We want to correct an error in our list of contributors published in the November issue of the *National Bulletin*. AATF Life Member Barbara Hoerr made a generous gift of $50 to the Fund for the Future. Her name was inadvertently omitted from the list of contributors. We apologize to Barbara and thank her for the faithful support of the work of the AATF.
LEARNING SCENARIO:
LA NATURE

PERFORMANCE RANGE: INTERMEDIATE

Targeted Standards:
- Interpretive Communication
- Interpersonal Communication
- Presentational Communication
- Cultural Comparisons

Targeted Language Learners: High School

Instructional Setting: Traditional high school classroom

Essential Question:
How am I connected with the natural world?

Learn-Practice-Assess:
In this learning scenario students will study the importance that nature plays in their lives. They will need to use the subjunctive mood and have adequate vocabulary of the natural world to understand the articles and poems in the interpretive reading section.

Interpretive mode:
1. Students begin by watching a short video clip from TV5 in which students are in a park and must interview passersby about what they appreciate about nature.
   a. Link: http://enseigner.tv5monde.com/fle/dans-le-parc-1416
   b. They complete multiple choice questions and short answer questions based on what they understand from the short interviews.
2. Students then research animals that are in danger by exploring the website below. They fill in a graphic organizer in which they list three animals in danger, where they are located, why they are in danger, and what should be done to protect them.
   http://www.especies-menacees.fr/animaux/
3. Robert Desnos has written a collection of short poems called “Chantefables” in which he describes many different animals. Students visit the website and choose three different poems to analyze. They fill in a graphic organizer listing the animal described, important phrases used to describe the animal, and their reaction to the poem.
   http://www.unjourunpoeme.fr/auteurs/desnos-robert

   The teacher also assigns students to write their own short poem about an animal using the style of Robert Desnos.

Interpersonal mode:
1. Within a group of four, each student share information about an animal that is in danger, using the subjunctive of emotion and opinion. They ask each other questions about why it is important to protect this species. For grading purposes this conversation can be recorded with a smartphone, tablet, or computer and uploaded to the teacher’s communication platform.
2. Students describe on the class blog or communication platform an experience they had in the natural world that changed their perspective, moved them, or was meaningful to them in some way. They use the subjunctive of opinion to express their views.

Presentational mode:
1. You have been studying the beauty and problems in the natural world. In your group you will be assigned a specific region in the Francophone world that has endangered species. After you have researched this problem create a presentation in which you do the following: [1] identify the problem and describe it using visuals. [2] Discuss what is being done to prevent the problem by the government and the local community [3] Make recommendations about what should be done to further protect this endangered species. [4] Give your opinion about this particular problem. Use the subjunctive and imperative throughout your oral presentation as well as vocabulary relevant to your presentation. You will be graded on your content, vocabulary, language use, pronunciation, and fluency.

   2. Write a letter or email to the Fonds International pour la protection des animaux (IFAW) expressing your concern about the problem of a particular endangered species. Identify the problem, give your reasons for concern citing specific statistics, and make recommendations to the agency responsible for solving this problem. Use the subjunctive throughout your letter and relevant vocabulary you have learned. Bring a rough draft to class for peer editing and revision. Once you have finished your editing, upload your final version to the class wiki or communication platform. You will be graded on your content, vocabulary, language use and mechanics. IFAW website: http://www.ifaw.org/france/frontpage

Culture
Students become aware of the dangers to the environment and endangered species in the Francophone world.

Comparisons
Students compare the environmental problems in their own community with those in...
the Francophone world. They also compare language used to discuss environmental concerns.

Connections
Students can relate this unit to other disciplines, particularly their science courses.

Communities
They notice in the videos how French people express their love of nature. They also learn about the work of people in the Francophone community to protect the environment.

Adaptations to other ages/grades:
This learning scenario could be used at the university as well as the high school level due to the nature of the topic.

Reflection:
This learning scenario has worked very well for me in the past because students are very passionate about the natural world. It causes them to reflect on their own behavior, their appreciation of nature, and their relationship with the natural world. They are asked to reflect upon, compare, analyze, and observe a variety of phenomena in the natural world. They are also asked to self-assess when it comes to their own relationship with nature. They are asked to compare cultural phenomena and interpret a variety of readings also. Their critical thinking skills are activated throughout the unit because they are asked to constantly reflect upon aspects of the topic, whether it be animals in danger or their own relationship with the natural world.

Submitted on behalf of the AATF Student Standards Task Force.

- Anne Jensen
  AATF President
  annejensen@frenchteachers.org

Jacqueline Donnelly [Chicago/Northern Illinois Chapter] has recently published the book Anywhere but Bordeaux: The Adventures of an American Teacher in France, based on her experiences as an exchange teacher in France.

Chapeau à Nitya Viswanath [Chicago/Northern Illinois Chapter, above), who was named the chapter’s Teacher of the Year.

The Illinois Council on the Teaching of Foreign Language (ICTFL) Award for Distinguished Service to Foreign Language Learning, which recognizes outstanding teaching and contributions outside the classroom was awarded to Eileen Walvoord and Kathryn Wolfkiel, both of the Chicago/Northern Illinois Chapter. Félicitations!
SEIZE THE PD!

If we want our students to be self-directed explorers, should we not provide our teachers with PD that allows the same?

Even better are PD sessions that give teachers time to work on those lessons. I’d rather spend time making than taking advice from a speaker on a soapbox.

Teacher-Rockstar PD. This means two things. First, don’t drop the P in PD. If you are giving a PD session, remember that your teacher audience is filled with professionals. Second, I want to leave with know-how, some self-made takeaways and even some swag. That’s right. Prize me up like I’m a rockstar!

You might think that performing sold out shows in theaters and arenas worldwide would be the most fun part of what I do as ÉTIENNE, but it isn’t. As much fun as those shows are, my favorite thing to do is being involved in PD with teachers. When I present a keynote or a workshop session, the pro and con points mentioned above are guidelines that I abide by to keep my PD in focus. Equally, when look to attend webinars or conferences, I look for speakers with that same mindset, speakers that will leave me feeling like I’ve just been handed a swag bag full of teaching ideas and resources. No tricks, just lots of treats.

ADDENDUM: I can’t leave you without a smile on your face. Whenever I geek out about PD and start talking about it, it reminds me of my PD motto:

What are your thoughts? Let me know! As always, feel free to reach out to me on social media or send me any questions you may have.

Steven “ÉTIENNE” Langlois
Rock Your French Class
AATF Honorarary Member
@etienne2 [Twitter]
@rockyourclass [Instagram]
Début février en France, les boutiques, les bars et les restaurants se parent de coeurs et de roses rouges, incitant les passants à entrer pour trouver un petit cadeau pour leur cher(e) et tendre, ou réserver une table pour le jour J, celui de la Saint-Valentin, la fête des amoureux. Cette fête, d’abord religieuse et attestée dès le XIVe siècle en Angleterre, a perdu son caractère sacré pour devenir plus populaire encore, à partir du XIXe siècle aux États-Unis, puis partout dans le monde. Qui n’a pas envie d’offrir un petit quelque chose à son/sa cher(e) pour célébrer son amour avec lui/elle? Encore faut-il en avoir un ou une, de cher(e)...

On dirait qu’il n’a jamais été aussi difficile qu’aujourd’hui de trouver l’âme sœur, alors que les nouvelles technologies nous permettent de la trouver presque au coin de la rue, géolocalisables. Pour un étranger, la parade amoureuse à la française peut surprendre. Alors qu’au premier rendez-vous, c’est souvent la première apparition qui compte, les Français sont sensibles aux compliments sur leur personnalité, et leur stratégie de drague va aller dans ce sens, pourvu qu’il y ait attraction. Ils s’intéressent à vous, sont sûrs d’eux, et pour les hétéros, c’est plutôt aux hommes de mener la danse. La conversation peut rapidement devenir intime, et le couple formé rapidement de mener la danse. La conversation peut rapidement devenir intime, et le couple formé rapidement de

L’amour ne se vit plus comme un engagement dans la durée: notre entourage nous montre que près d’un mariage sur deux finit en divorce, les violences conjugales sont une triste réalité en France, et les conditions pour donner une chance à la relation sont difficiles à réunir (travail, mobilité géographique, attentes de l’un[e] et de l’autre, enfants d’un premier lit...). Les plus jeunes abordent leur vie sentimentale de façon très dégagée, très hédoniste: profiler et ne pas souffrir. Pour ceux qui entrent dans l’âge mûr (35 ans?) et qui n’ont pas eu l’opportunité/la chance/la folie de faire des enfants, quitte à se séparer de l’autre parent, la solitude est bien réelle...

À quoi bon croire à l’amour pour toujours? Un autre écrivain français populaire, Frédéric Beigbeder, dit qu’il «dure trois ans»... Mais tout nous pousse à chercher encore et à tenter à nouveau sa chance avec un(e) nouvel(le) inconnu(e), car c’est dans la nature humaine de vouloir trouver quelqu’un avec qui partager simplement et intimement sa vie, sa joie, ses peines (ses tâches ménagères!), peu important les moyens et les applis...

Alors haut les cœurs pour la fête des amoureux! Sortons! Cherchons notre Valentin[e] partout, cherchons «chaussure à notre pied» [pour «prendre notre pied» si nous le souhaitons!], et acceptons de ne pas y arriver du premier coup. les «coupes d’un soir», c’est pas mal non plus! Et célébrons l’amour [et les amours] que nous avons trouvé[es], qu’il[elles] soi(en)t un(des) feu(x) de paille ou un(des) feu(x) de braise.

Pour ma part, à la Saint-Valentin, j’offre des «Mon chéri» * à mon chéri, mais des «Mon chéri » de luxe. À Bordeaux, où je vis et travaille comme enseignant de français pour les étrangers et guide touristique, il y a une spécialité qui s’appelle «les guinettes»: ce sont des cerises à l’eau de vie enrobées de chocolat noir. Un délice que nous partageons avec gourmandise pour nous rappeler que nous avons la chance exceptionnelle d’être ensemble!

* En France, l’entreprise italienne Ferrero commercialise des chocolats industriels sous la marque «Mon chéri», selon moi une pâle imitiation de la «guinette» que l’on trouve à Bordeaux. Tous les Français ont vu la publicité pour ces chocolats à la télé.

• Virginie Cabot
Langue et Terroirs, Bordeaux, France

virginie@langueetterroirs.com
Francine Ouellette est une écrivaine québécoise née le 11 mars 1947. Elle a écrit son premier roman à l’âge de douze ans. Elle a fait ses études à l’École des Beaux-Arts de Montréal afin de devenir enseignante en arts plastiques. Elle a trouvé un poste à la polyvalente Saint-Joseph à Mont-Laurier où elle est restée cinq ans. Elle est ensuite allée à Schefferville où elle a suivi des cours de vol et est tombée amoureuse de son instructeur, un pilote de brousse qui est devenu plus tard son mari. Les deux se sont installés près de Mont-Laurier où elle est restée après la mort de son mari en 2018.

À peu près 20 kilomètres au sud de Mont-Laurier sur la route 309, Francine Ouellette habite dans la municipalité de Saint-Aimé-du-Lac-des-Iles, Québec. C’est un endroit paisible où se trouvent les ponts couverts jumeaux des Hautes Laurentides sur la Rivière du Lièvre, au milieu desquels une sculpture du personnage légendaire Jos Montferrand se situe devant des ruches et des meules de foin. Sa maison longe le lac où sont amarrés son hydravion et un bateau pour aller à la pêche.

Si on a de la chance, on entend le chant des huard et des goélands qui se glissent sur la surface du lac avec leur petit et un vire l’émet son cri distinct. C’est dans une vieille écurie transformée en atelier que Francine passe ses jours à écrire, à quelques pas de ce lac et de ces oiseaux qui ont inspiré son nouveau conte pour enfants âgés plus de six ans. Wardo et Lélan à l’école de pilotage est une histoire qui touche le cœur, qui met en relief l’idée de bien utiliser les talents qu’on a afin de se rendre compte de son propre potentiel. Ce conte souligne aussi le rôle de l’amitié, de la persévérance et de l’effort dans la vie des enfants de tout âge qui cherchent à réussir dans la vie quotidienne. C’est un texte abordable en salle de classe de primaire jusqu’au lycée. À cause d’une amitié avec Francine Ouellette qui dure plus de vingt-cinq ans, j’ai eu l’occasion de lui poser les questions suivantes à propos de ce livre qui a paru en 2015.

Q: Où avez-vous trouvé l’inspiration pour ce conte?
R: Chez moi car je vis près d’un grand lac où les huard et les goélands cohabitent.

Q: Comment avez-vous choisi les noms des personnages?
R: D’après la phonétique et le sens, Wardo faisant référence à huard et à eau (huard’eau); Lélan, à l’élan du goéland en vol.

Q: Est-ce que le livre a des rapports avec votre vie personnelle?
R: Bien sûr, puisque je détient mon brevet de pilote d’avion et que je m’intéresse beaucoup au vol des oiseaux.

Q: Avez-vous eu besoin de faire beaucoup de recherches avant de l’écrire et si oui, qu’avez-vous fait?

Q: Pourquoi avez-vous choisi cette maison d’éditions?
R: Parce qu’elle se spécialise dans le livre pour enfants et qu’elle accompagne chaque ouvrage publié d’un guide pédagogique à l’usage des enseignants.

Q: Quelles valeurs y a-t-il dans ce conte pour les jeunes?
R: Les valeurs de l’amitié, de la persévérance, de la connaissance de l’estime de soi, et le respect des différences.

Q: Quelle est la leçon la plus importante que vous pensez qu’un enfant doit apprendre en lisant cette histoire?
R: Cette pensée du philosophe Aristote a traversé des siècles et elle convient à tous. Toutefois, à cause des modèles de héros qui pullulent sur les médias, les jeunes d’aujourd’hui cherchent parfois à s’identifier à ces héros au détriment de leur propre personnalité.

Q: Les deux oiseaux semblent fasciner par l’aventure. Est-ce que votre côté parfois aventureux fait partie de cette histoire?
R: Sans doute.

Q: Est-ce parce que vous êtes pilote d’avion que vous avez décidé de faire du vol une partie intégrante de ce conte?
R: Oui, parce que le vol est un des plus vieux rêves de l’humanité qui remonte à la mythologie d’Icare. Pour en arriver à l’exploit des frères Wright, il a fallu beaucoup de tâtonnements, de travail et de sacrifices, parfois au prix d’une vie. Un rêve ne s’atteint pas sans effort.

Q: Avez-vous un personnage préféré dans ce conte?
R: Non, car chacun a son importance. Pour moi, les personnages sont comme les membres d’une chorale. Chacun doit chanter sa partition sans fausse note pour rendre l’œuvre.

R: Oui. Personnellement, ce petit chef-d’œuvre m’a beaucoup apporté. Il parle de la quête de la perfection et de l’absolu qui conduit sur la route de la sagesse.

Q: Quand avez-vous écrit ce conte et combien de temps est-ce que le texte original vous a pris du commencement à la fin?
R: Je l’ai écrit il y a environ quinze ans, le premier jet en une journée. Je l’ai retravaillé pendant une semaine. Étant donné que j’écris des romans historiques qui exigent beaucoup de temps et de rigueur, l’écriture d’un conte est pour moi une évasion.

Q: Quelle est la leçon la plus importante que vous pensez qu’un enfant doit apprendre en lisant cette histoire?
R: Qu’il possède un potentiel qui lui est propre et qu’il doit chercher à le développer.

NEWS FROM THE AATF EXECUTIVE COUNCIL

There will be several changes to the AATF Executive Council in 2021.

Eileen Walvoord (IL) is the new President-Elect (2021). She will serve one year as President-Elect before assuming the AATF presidency for three years.

Tracy Rucker (KY) has been elected a Vice-President of the AATF. He will serve a three-year term 2021-2023.

Susie Hennessy (CA), AATF Region VIII Representative (Southwest), was re-elected to a second three-year term. Peter Vantine (VT) was elected the new Region I Representative (New England) and Tom Sapp (IL) was elected the new Region VI Representative (West Central) for three-year terms 2021-2023.

We would also like to thank the outgoing members of the Executive Council for their dedication and service to the AATF. Rita Davis has finished her second term as Vice-President. Margarita Dempsey (RI) has served two terms as Region I Representative (New England). Sheila Conrad (IA) served one term as Region VI Representative.

We wish all the outgoing and incoming Executive Council members all the best as they continue to support the AATF.

LEAVE NO FRENCH OPENING BEHIND!

https://teacherrecruitment.frenchteachers.org/jobs/

Do you have a French job opening in your school? Know of one nearby? Are you moving and looking for a new French teaching job? Do you want to encourage French majors becoming teachers? If you answered “yes” to any of those questions, you’ll want to visit the AATF Commission on Recruitment and Retention’s Job Board to submit a job opening or to browse the job listings nationwide. https://teacherrecruitment.frenchteachers.org/jobs/ Questions? Contact the commission at tchrrecruitment@frenchteachers.org.
AATF SMALL GRANTS

The AATF Small Grants program is intended to support local projects by members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is $4000, with the maximum award being $500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application must be submitted online by March 1, 2021. For instructions, go to https://www.frenchteachers.org/hq/awards and grants.htm. A brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable, are required. Chapter support must be attested to by the chapter secretary-treasurer via email to smallgrants@frenchteachers.org. Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

Applicants should remember that the basic purpose of this modest program is to aid those members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear a relationship to the purposes of the Association, namely furthering the study of French in the U.S., and be of potential benefit to other AATF members or to his/her students. Under no circumstances will awards be made to carry out strictly personal research or to travel abroad for the sake of general enlightenment.

Members at all levels of instruction may apply. A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2021 are encouraged.

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AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by February 15, 2021.

For complete instructions, go to the AATF Web site at www.frenchteachers.org
<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Details</th>
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<tr>
<td>1</td>
<td>LA FRANCE CONTEMPORAINE</td>
<td><em>La France contemporaine: unité et diversités, polarisations et solidarités</em>, the 2nd volume in the French Review Book Series is a double volume with 540 pages. <strong>Member Price</strong> $70</td>
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<tr>
<td>2</td>
<td>ASSESSMENT STRATEGIES</td>
<td>This volume contains 43 IPAs at Novice, Intermediate, and Advanced Levels, produced by the AATF Commission on High Schools. <strong>Member Price</strong> $25</td>
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<td>3</td>
<td>EDUCATION IN FRANCE</td>
<td>Titled &quot;Heurs et malheurs du système éducatif en France,&quot; this volume is a collection of articles on the state of the French educational system. <strong>Member Price</strong> $60</td>
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<td>4</td>
<td>LEARNING WITH LEGENDS</td>
<td>This contains eight lessons based on contes et légendes produced by the AATF Commission on Middle Schools. <strong>Member Price</strong> $20</td>
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<td>5</td>
<td>CUISINER ET APPRENDRE</td>
<td>Contains 34 illustrated recipes in French with classroom activities, reading texts, exercises. The cookbook is completed by a glossary and English versions of the recipes. <strong>Member Price</strong> $25</td>
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<td>6</td>
<td>MARTINIQUE</td>
<td>Contains 14 dossiers pédagogiques which cover topics such as history, cuisine, environment based primarily on videos including panoramas, interviews, and documentaries. <strong>Member Price</strong> $25</td>
</tr>
<tr>
<td>7</td>
<td>CINEMA VOL. 3 - IMMIGRATION</td>
<td>&quot;Immigration et identité,&quot; Volume III contains twenty-one French and Francophone films appropriate for secondary and university levels. <strong>Member Price</strong> $25</td>
</tr>
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<td>8</td>
<td>CINEMA VOL. 2</td>
<td>Seventeen French and Francophone films are presented in Volume II. All are appropriate for secondary or university levels; 3 animated films appropriate for middle school. <strong>Member Price</strong> $25</td>
</tr>
<tr>
<td>9</td>
<td>CINEMA VOL. 1</td>
<td>Fourteen French and Francophone films are presented with vocabulary and activities for the classroom at both secondary and post-secondary levels. <strong>Member Price</strong> $25</td>
</tr>
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REGIONAL REPORTS

REGION V: EAST CENTRAL

ACTIVITIES FOR TEACHERS

The Michigan Chapter did sponsor a fun outing on the last Saturday of September 2020, which is the traditional time for both chapters in Michigan to have their immersion weekend at Camp Dainava. A robust number of Detroit Chapter members came to Big Rapids and did a “Tour de France” [photo at right] from Hemlock Park to Paris, Michigan, where they climbed the Eiffel Tower [bottom photo]. Their socially-distanced, outdoor event provides great inspiration for what might be possible in the warmer climes and/or the warmer months in the future!

The Northwest Indiana Chapter meets virtually monthly. The French-Canadian film *Monsieur Lazhar* (2011) was the topic of the November 2020 evening.

The Indiana Chapter organized a Zoom workshop with Cécile Laine in October about storytelling. Participants have been quite enthusiastic about her workshop and hope to organize a follow-up session before the end of the year. The Indiana Chapter had the opportunity to participate in webinars organized by the Indiana Foreign Language Teachers Association and the AATF since the spring.

ACTIVITIES FOR STUDENTS

In the Kentucky Chapter, the French Club Co-Officers from Louisville Collegiate School have organized Francophone world Kahoot trivia and presented on authentic food products [items from a French penpal] to members of the French club. At Assumption High School, two teams met virtually with a high school in France in November. Students spoke both French and English, sharing information about hobbies friends and family. At Sayre High School, a penpal exchange continues with a French School in Troyes, France that started last year.

The Indiana Chapter is planning its annual Congrès for students in a virtual format in spring 2021, retaining the written and spoken contests that can be proctored securely in this format.

An inspiring student activity from Dan Noren from the Michigan Chapter:

Having students film themselves, cooking a French dish of their choice, and sharing the experience with the rest of the class via Zoom, in French. He first posts an assignment where they go to the link at [https://www.youtube.com/watch?v=Oa_dZkW91JQ](https://www.youtube.com/watch?v=Oa_dZkW91JQ). They are required to write down at least five of the ingredients, in French, that Audrey and Maudrey include in their Louisiana gumbo.

GRAND CONCOURS

The Indiana Chapter is looking for a new Grand Concours administrator to transition into the position starting this spring. The Northwest Indiana Chapter is planning remotely-proctored administration in the Spring.

- Respectfully submitted
  
  Steve Ohlhaut
  
  Region V Representative
  
  ohlhaut@wk12.in.us

REGION VI: WEST CENTRAL

This year has been the year of the virtual meeting! While our region’s chapters have not been able to do all the activities we would do in a normal year, we have made efforts to adapt events in order to still offer ways to connect and learn virtually.

Wonderful things are going on across Region VI. Let’s begin by looking at some events which took place prior to the pandemic.

IN-PERSON PROFESSIONAL DEVELOPMENT AND SOCIAL OPPORTUNITIES FOR CHAPTER MEMBERS

The Chicago/Northern Illinois Chapter hosted a Wine and Cheese Pairing event for chapter members in November 2019. This event was called *Déguster la France* and was a nice way to celebrate teachers’ accomplishments at the end of National French Week.

The Minnesota Chapter has continued with its reading circle, social “pop-up” gatherings in various locations within large metro areas, and events and workshops co-sponsored with the *Alliance Française*. This chapter hosted author Scott Carpenter in a well-attended Zoom session for the launching of his book *French Like Moi*.
In November 2019, the St. Louis Chapter hosted a mini-conference and workshop at the Missouri University of Science & Technology in Rolla, MO on the theme of “Changing Environments,” with presentations related to teaching with technology, conversation groups, performance assessments, and more. January 2020 began with the chapter’s annual galette des rois event, held at an authentic French pastry shop and café in Creve Coeur.

The Chicago/Northern Illinois Winter Chapter Workshop was co-hosted with Illinois Council on the Teaching of Foreign Languages (ICTFL) for the first time. This took place in February at Barrington High School with more than 80 world language teachers in attendance.

The Wisconsin Chapter had a social event and trivia night in February with the Alliance Française of Milwaukee.

The Kansas City Chapter met in the spring to watch a film and invited members of the local Alliance Française.

IN-PERSON ACTIVITIES FOR MEMBERS AND THEIR STUDENTS

The Chicago/Northern Illinois Chapter held a high school Journée d’Immersion hosted at Dominican University in March. One hour prior to the Immersion Day festivities, there was a first-ever French teacher recruitment event for high schoolers called “A Taste of Teaching” led by Eileen Walvoord and Martha Behlow.

VIRTUAL PROFESSIONAL DEVELOPMENT AND SOCIAL OPPORTUNITIES FOR CHAPTER MEMBERS

The Wisconsin Chapter provided support for members during the COVID pandemic by providing online resources for distance learning.

The Iowa Chapter spring meeting took place via Zoom and included a personal check in with all members in attendance, including discussions on remote learning.

In July, the St. Louis Chapter met virtually. Members shared ideas on remote teaching and on integrating diversity into French classes using Zoom’s breakout rooms feature. Then the chapter had its business meeting.

Despite the pandemic, the Chicago/Northern Illinois Chapter continued virtually this fall. The chapter hosted a “Netflix Party” for members and watched the film Un peu, beaucoup, aveuglément. Also, the chapter offered its fall workshop on Zoom on the topic of using instructional games to increase student learning. Attendees worked with Quizizz, Quizlet Live, and Jeopardy activities. The chapter will be celebrating National French Week with virtual events for both students and adults.

The St. Louis Chapter hosted a fall workshop entitled “Diversité et inclusion en classe de français” with guest speaker professor Siham Bouamer (image above).

Region VI offered two webinars. In November, various breakout sessions on the theme of “Connecting Virtually” were led by officers from various chapters within the region: Kara Torkelson (Wisconsin), Cathy Stresing (Wisconsin), Tom Sapp (Chicago/Northern Illinois), and Lynda Lopez (Downstate Illinois). In December, two officers from the St. Louis Chapter, Audra Merfeld-Langston and Manon Allard, presented on the topic of "French Beyond France" (image below).

GRAND CONCOURS

Enrollment in the Grand Concours increased in several chapters of our region: Illinois, Minnesota, Wisconsin, and Kansas City.

PROMOTION

Several of our chapters have postcard or greeting card campaigns to members and non-members to let them know about the benefits of the AATF and to invite them to be an AATF member as well as to thank current members for their support.

One goal for the Chicago/Northern Illinois Chapter is to continue to increase membership in the areas of the Chicago Public Schools and the western half of the chapter, near Rockford and the Quad Cities.

Lynda Lopez, President of the Downstate Illinois Chapter, attended the Winterfest workshop hosted by The Chicago/Northern Illinois Chapter, including the chapter business meeting, and got some ideas for how to increase participation in one’s own chapter. The chapter has started a Facebook page.

AATF chapters in Region VI are active. It has been a pleasure to serve as your Regional Representative Vive la Région VII!

Respectfully submitted
Sheila Piasecki (Conrad)
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Trois dimanches, trois groupes et beaucoup de conversations qui nous ont nourris comme individus et comme professeurs. Grâce à Catherine Dusselin et les ressources sur notre Wakelet, j’ai trouvé un poème de Tahar Ben Jelloun et puis son livre:

*Le Racisme expliqué à ma fille* a été écrit en 1997, à la suite d’un vaste mouvement de protestation suscité par la présentation d’un projet de loi («la loi Debré») particulièrement discriminatoire envers les étrangers et les familles d’origine étrangère installées en France.

Dans ce dialogue avec sa fille, l’auteur analyse, dans une langue simple et qui se veut à la portée de tous, les ressorts du sentiment raciste, mais aussi tous les événements tragiques de notre histoire, nés de la peur et du refus de l’autre: un sentiment de méfiance naturel à tous les hommes et à toutes les sociétés, qui devient incontrôlable quand il est exploité à des fins politiques.

Cette réflexion sur l’homme et son histoire, est aussi un appel à la vigilance, pour que les drames nés du racisme et du refus de l’autre ne se répètent plus.

Jennifer Fulton de Bonjour Books DC nous a donné un prix réduit pour le livre. Donc, ce club a soutenu un petit commerce aussi.

Nous avons fait les réunions sur Zoom. Une semaine à l’avance, tout le monde a reçu les questions et les pages à lire. Nous n’avions que 15 à 20 pages à préparer chaque fois. Pendant la réunion, nous avons répondu aux questions en petits groupes de trois à cinq personnes. À la fin de chaque réunion, nous avons discuté ensemble et partagé des idées qu’on peut faire avec les élèves.

Voici quelques commentaires des participants:

«J’ai beaucoup aimé cette occasion de me connecter aux autres et de parler d’un sujet qui nous afflige tous. Avec ce livre on est réconforté que nous pouvons lutter contre le racism que nous pouvons ouvrir les yeux de nos élèves. Merci infiniment!» — Julie Crisafio, Présidente AATF Pennsylvania de l’Ouest

«La salle de classe est vraiment un lieu propice pour discuter des sujets de racisme, d’acceptation et d’intégration entre les élèves. Chaque élève pourra bénéficier et offre leur histoire, leur culture, leur famille, et apprendre entre eux que l’acceptation est une bonne chose. On peut enseigner les Droits de l’Homme, l’Organisation des Réfugiés, l’Holocauste et même le programme En Mémoire de l’Esclavage, question de sensibiliser nos jeunes étudiants pour leur présenter la traite transatlantique des esclaves et de faire connaître les dangers du racisme et des préjugés. #RememberSlavery». — Nirva Vernet, Présidente AATF Virginie


Un grand merci à tous d’avoir partagé leur temps, leurs idées et leurs voix avec l’œuvre de Tahar Ben Jelloun: *Le Racisme expliqué à ma fille*.

Karen Campbell Kuebler
Présidente AATF Maryland
kkcdanser@verizon.net
We are adding a digital art category this year, and all submissions will be done electronically!

The AATF National FiES Commission is delighted to announce the 2021 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in public, private, and home school are eligible. We hope you will encourage your students to participate and support them with some research and learning for the contest.

AATF chapters should publicize the Contest. Individual teachers may electronically submit up to three posters in each category to the National FiES* Commission Poster Contest which is chaired by Karen Campbell Kuebler. In celebration of the convention in New Orleans in July 2021, we will focus on the rich Francophone history of Louisiana.

The theme for this year’s contest is:

*Laissez Les Bons Temps Rouler: La Francophonie à La Louisiane / Let the Good Times Roll: Francophonie in Louisiana*

We will highlight the winners as postcards during our annual convention.

**REQUIREMENTS for the FiES COMMISSION POSTER CONTEST:**

- Entries for traditional art posters MUST be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.

- Digital Art submissions MUST be one page only. The captions may be in French or English.

- Digital Art encompasses digital collages and drawings created via a computer program. Students may do either.

- The theme must appear on all poster submissions!

- Grade categories are: K-1, 2-3, 4-6, 7-8.

- There will be traditional art and digital art sub-categories for each grade category.

- The sponsoring teachers MUST be current members of AATF.

- Each poster submission MUST be accompanied by the following information:

  - Subject line of email: Teacher Last Name_FiES Poster Contest

**BODY OF EMAIL MUST INCLUDE**

- Student’s Name, Grade, School, School Address, City/State/Zip, School Phone

- Principal’s Name

- Sponsoring Teacher, Teacher’s Telephone, Teacher’s Email

- ATTACH POSTER AS A PDF IN THE EMAIL.

Entries will be limited to THREE PER TEACHER FOR EACH GRADE CATEGORY AND EACH TYPE OF POSTER (Digital Art or Traditional Art). Teachers are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort. See Learning Targets for specifics.

Each teacher should save the posters as PDFs, and email EACH poster in a separate email by **March 15, 2021** to kkcdanser@verizon.net. Subject line of email: Teacher Last Name_FiES Poster Contest
ORDER AN AATF MEMBERSHIP ID CARD

What is lightweight, easy to obtain, and a must for the budget traveler? An AATF membership card! It is all of the above, and easily available to all our AATF members. Cards can be obtained for $1 along with your annual membership renewal or application. They can also be obtained by sending a self-addressed stamped envelope to National Headquarters.

Each year I request an AATF membership card for use on any future trip abroad. I have proudly used it throughout my career and appreciated each time I had the opportunity to save a bit of money. Although it is more difficult to obtain the teacher discount in Europe today, it is still a valuable tool in the economy traveler’s arsenal.

The advantage of the AATF membership card is the fact that it is written in French and thus is understandable to all. Several years ago teachers received free entrance to major French museums such as the Louvre. This is no longer the case. However, some city and departmental museums as well as private museums will grant teacher discounts upon seeing the AATF membership card. I always ask whenever I visit any museum in France and hope for the best. Sometimes the policy is to grant full admission; oftentimes I am granted admission at a reduced price. Some bookstores in France also grant a 10% reduction to teachers upon seeing a card.

My French friends have been amazed at the savings I’ve accrued in various museums in France. Even my teacher friends are surprised when I show my card, as they often are not aware of the possibility of receiving teacher discounts. My advice is to plan ahead and enjoy this benefit of AATF membership.

Ann Sunderland
AATF Past-President

Américan Association of Teachers of French

M., Mme/Mlle ____________________________
est membre de l’Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s’y attachent.

Fait à Marion, Illinois, États-Unis d’Amérique le ________________

pour servir et valoir ce que de droit.

La Secrétaire générale

ORDER AN AATF MEMBERSHIP ID CARD

Winners will be notified in early May.

• The first-place winners in each category will receive a cash prize from the national office.
• Winners in second and third place will receive gifts from the national office.
• All place winners will receive certificates from the contest chair.
• Certificates of participation will be sent to all students from the contest chair, too.

We again look forward to receiving creative posters from students throughout the country for the 2021 National FiES* Poster Contest.

The poster contest judges will be using these learning targets to further clarify the applicability of theme, creativity, and effort.

K-1 & 2-3 categories
I can identify three different details about Francophonie in Louisiana on my poster.
I can identify the contest theme on my poster.
I can show my effort and attention to neatness on my poster.

4-6 category
I can identify four different details about Francophonie in Louisiana on my poster.
I can identify the contest theme on my poster.
I can show my effort and attention to neatness on my poster.

7-8 category
I can identify five different details about Francophonie in Louisiana on my poster.
I can identify the contest theme on my poster.
I can show my effort and attention to neatness on my poster.

By submitting a poster in this AATF FiES Contest, the student, parent/guardian, and teacher all understand the posters become the sole property of the National FiES Commission of the AATF and may be duplicated in publications and/or displayed at meetings.
What French/Francophone (Language or culture) podcasts do you or your students enjoy?

- Suzanne Cook (CO): For my own professional growth, I listen to De Vive Voix, on RFI. Then I use excerpts with students that support a course theme. It is a fascinating podcast!

- Kelly Loveday (TN): Les Pieds sur terre. Every episode is different, fascinating, well-researched, and worth the listen!

- Anna Cartwright (NY): Ça s’explique is a Canadian podcast that take a 20-minute deep dive into a current event story. It explains the issue from the beginning and tells all sides of the story. At home, my children and I love listening to Kidico, which is a podcast for children about toys and beloved characters from books, TV, and movies. Each episode includes facts and a little quiz. My kids love guessing at the answers to the quiz and seeing who gets the most right!

- Julenne Moore (CO): J’adore Transfert de Slate.fr Il s’agit des histoires intimes des gens.

- Denise Hamwey Wagstaff (MA): My Level 5 students have a weekly assignment to listen to a podcast on my choice board. These podcasts are very short (no more than 10mn long) and they can choose whatever they want to listen to week to week. One Thing in a French Day and Allô, 1jour1actu are the most popular choices so far.

Our question for the April issue is: As a French teacher/Francophone/francophile, what do you not like, but feel you should? Share your response (and pictures) via the AATF Facebook, NB Twitter (@AATFNB), or email nbeditor@frenchteachers.org

Merci!

À VOTRE AVIS...
A PLACE TO SHARE IDEAS, THOUGHTS AND PRACTICES

Noires Amériques
Conversations littéraires

Animées par Rodney Saint-Éloi
26 janvier au 23 février 2021

En attendant le lancement de cette série de conversations littéraires, empruntez gratuitement les livres de ces auteurs, et des milliers d’autres, dans la Bibliothèque des Amériques! https://www.bibliothequedesamericains.com/

Une initiative de l’Alliance française de Chicago et du Centre de la francophonie des Amériques en collaboration avec la Délégation du Québec à Chicago, le Consulat du Canada, l’American Association of Teachers of French et les éditions Mémoire d’encrier.

Bourses offertes aux membres de l’AATF

Watch your email for announcements about scholarship opportunities for 2021. We were unable to award any scholarships in 2020 because of the pandemic and the subsequent cancellation of programs. We are in regular contact with our partners which include the Communauté Française de Belgique, the French government, and Francophonia Nice. The usual application deadline is February 15, 2020, but the application process and deadlines will depend entirely on which programs are able to take place and when we receive notification.
REMINDER: IMPORTANT DEADLINES AND DATES

JANUARY 31
Extended deadline for submission of proposals for New Orleans Convention [see page 16]

FEBRUARY 1
Deadline for nominations for the Ludwig Excellence in Teaching Award [see page 6]

FEBRUARY 15
Deadline for Exemplary Program applications [see page 24]
Tentative Deadline for Summer Scholarships (watch website)
Extended Deadline for Convention Travel Awards [see website]

MARCH 1
Deadline for applications for the Valette Legacy Award [see page 13]
Deadline for applications for AATF Small Grants [see page 24]
Call for AATF Nominations [see page 9]

MARCH 2
Deadline for FiES* Poster Contest [see page 29]

MARCH 15
Deadline for applications for Jensen Scholarship [see page 4]

CONTACT REPRESENTATIVES OF QUÉBEC: If you are looking for support or information from the Government of Québec regarding any of their programs, you can go to their Web site to find the most current information for each of the délégations, including Atlanta, Boston, Chicago, Los Angeles, New York, and Washington. Go to www.gouv.qc.ca/portail/quebec/international/usa/delegations/

CONTACT FRENCH GOVERNMENT REPRESENTATIVES: If you are looking for support or information from the French Embassy Cultural Service, you can go to their Web site to find the most current information for each of the consulats, Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to www.frenchculture.org