



Image 1 Crédit: Oliver and Henny Fuchs Freud Papers, Sigmund Freud Collection, Manuscript Division, Library of Congress, Washington, D.C. Container number 8, series 3 Eva Mathilde Freud Papers.

**Eva Freud – a 20th
century destiny**
A transversale school
collaboration projet
as
example of good practice

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PHILOSOPHY PROFESSOR (LYCÉE CALMETTE, NICE)**

2. Context: Teacher ed students meet pupils

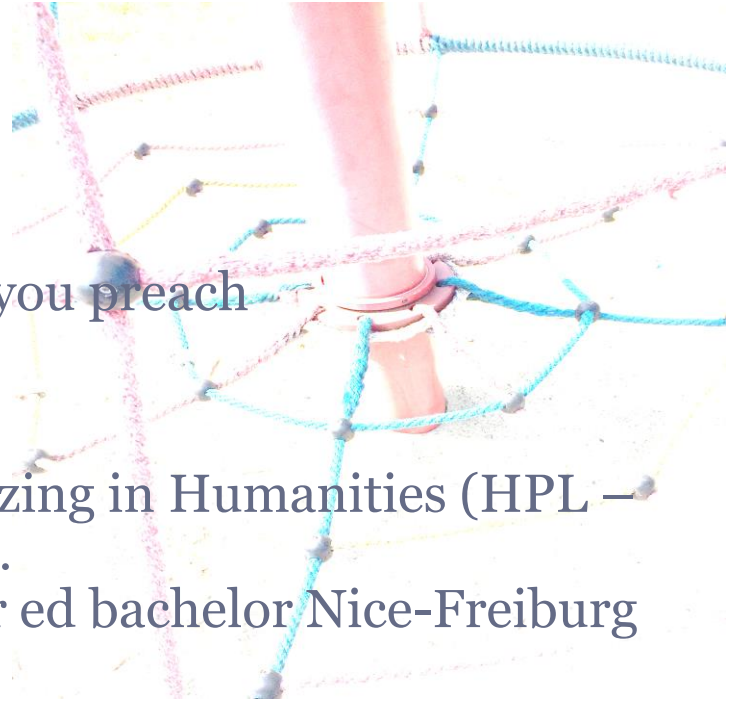


- **Educational context**

- competence-based teacher ed...
- task-based...
- Out of school teaching
- School-uni cooperation : teach what you preach

- **Institutional context**

- Upper secondary school class specializing in Humanities (HPL – Humanities, Philosophy, Literature)...
- Higher Education: binational teacher ed bachelor Nice-Freiburg



2.1 Educational Context



- Foreign Language Education and Teacher Education since PISA (and DESI)...
 - Competence-orientation
 - The neo-communicative paradigm and task-based language ed.
(Meißner/Reinfried 2001, Ellis 2003, Königs 2012, Hallet 2016)
- Changes in educational approaches and potential of out of school projects
 - -> potential of cooperative and collaborative projects „out of school“

2.1 Task based approach as measure of coherence



- **Competence-/Task-based approach**
 - Holistic, authentic, immersive learning and teaching situations in foreign language teacher education programmes
 - Competence of „reflective practitioners“ (Schön 1983)
 - Teach what you preach –coherence between learning and teaching
 - Project oriented courses which foster relations and connections between different fields of the subject and theory and practice

2.1 Out of school project as measure of coherence



- Out of school learning and teaching
 - Practice related teaching
 - Sustainable learning
 - Making Learning material tangible
 - Offering learning incentives (Salzmann, 2007)

2.1 School – Uni cooperation: Teach what you preach – vector of coherence



- Teacher Ed students as learners and teachers
 - Enhancing self reflection
 - Developing professional awareness
 - Sensibilizing for heterogeneity
 - Questioning of their own teaching practice
 - Changing of perspective
 - Familiarizing with collaborative and cooperative teaching methods
 - Gaining in confidence

2.2 Institutional context :Upper secondary school class specializing in Humanities (HPL Humanities, Philosophy,Literature)...



- Pedagogical interest for the pupils
 - Valorization of the their “Humanities, Literature and Philosophy” speciality through a creative and memorial project
 - Enhancing the written competences through the writing of choruses and dialogues relating the life of Eva for the theatrical performance
 - Exchanges with post-baccalaureate students in view of their orientation.
 - Opening for students to academic work.

30 Pupils in « Terminale », (Upper School graduation Class), 4
hours à week, humanities profile

2.2 Institutional context : binational teacher ed students



- Pedagogical interest for the students
 - Project in collaboration with a French school - pre-professional experience
 - Experience in project-based teaching approach that they will have to implement later in their own teaching
 - sharing their linguistic, intercultural and pedagogical skills
 - Reflecting on their own practice as learner and teacher

10 Students Binational german-french teaching degree in their 3rd Bachelor year.
Mixed german-french group, teaching experience (4 weeks), 2 year studies in
their home country, on year mobility.

2.2 Presentation of the project. Objectifs, aims and themes

- Biography and Scenic expression
 - Reading and writing workshop on the correspondence of Eva Freud, Sigmund Freud's granddaughter, a former student of the Lycée de Jeunes Filles, Calmettes de Nice during the Second World War.
 - Writing texts, stage readings, work on selected letters in German and French
 - Development of written expression through the writing of choruses and dialogues relating the life of Eva.

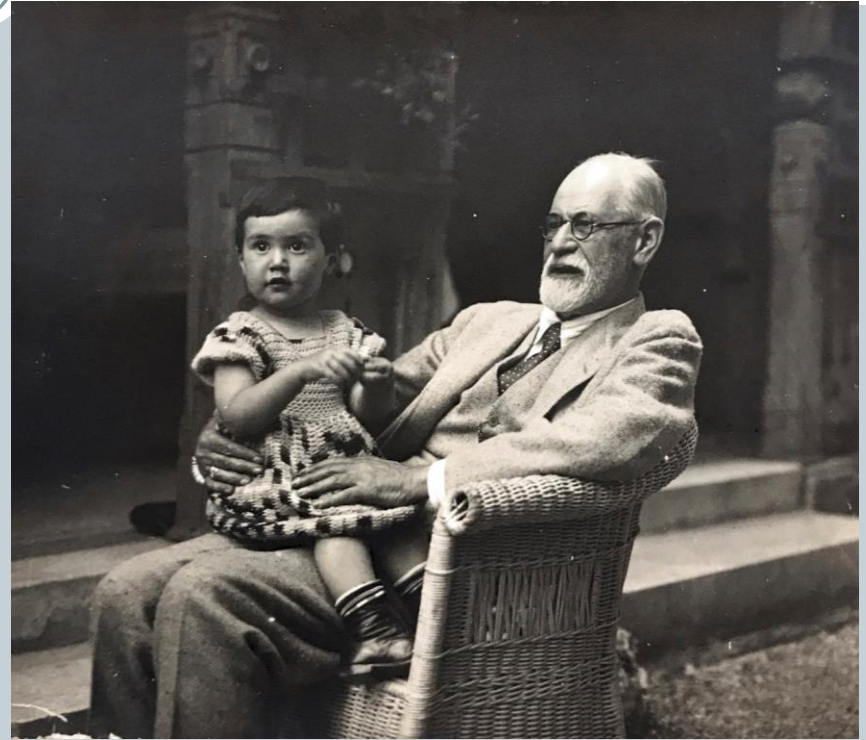


Image 2 Crédit: Oliver and Henny Fuchs Freud Papers, Sigmund Freud Collection, Manuscript Division, Library of Congress, Washington, D.C. Container number 8, series 3 Eva Mathilde Freud Papers.

2.2 Presentation of the project. Objectifs, aims and themes



- Cultural Studies and Memorial concepts
 - Academic work on the topography of memory (Places of memory), the discourse of memory (sociological approaches, Maurice Halbwachs, Aleida Assmann, Harald Welzer), family memory, cultural memory)
 - Understanding the Lycée Calmette as a place of remembrance for the children of the Alpes Maritimes who were deported and murdered in the Nazi death camps
 - Enhancing critical historical thinking by learning how the knowledge of the past is built from traces, archives and testimonies.

2.2 Presentation of the project. Objectifs, aims and themes

- History and knowledge and awareness
 - Learning about Nice as occupied zone
 - Knowledge about the French Riviera as place of refuge for refugee and exile communities
 - Visiting Thorenc and searching for the traces of the hidden Jewish refugees during 1942/43

<https://vimeo.com/461756889/8bee73feae>



2.2 Presentation of the project. Objectifs, aims and themes

- The female condition in the 1940s
 - Researching the lives of young girls and women during Occupation
 - Studying School life for girls in the 40s
 - Learning about the abortion ban, its consequences and the battle fought by Simone Weil



Image 4 Crédit: Oliver and Henny Fuchs Freud Papers, Sigmund Freud Collection, Manuscript Division, Library of Congress, Washington, D.C. Container number 8, series 3 Eva Mathilde Freud Papers.

Final product

A theatrical
performance based on
the life and death of
Eva Freud

2 representations:

At the theater of the
“Grand Château” and at
the German French
Cultural Center



Image 5 Crédit: Oliver and Henry Fuchs Freud Papers, Sigmund Freud Collection, Manuscript Division, Library of Congress, Washington, D.C. Container number 8, series 3 Eva Mathilde Freud Papers.

***Powerpoint presentation for the students who participate in the
Project with historical sources, tasks, assignments
and student/pupil outputs***

Eva Freud, a 20th century destiny

A collaborative School Project, 2022/23 LLCER 3

**Littérature (HLECVL52), Histoire des idées (HLECVL52) et
Expression écrite (HLECLL5), Mme Schmider/ Mme Sieurin**



Image 6 Crédit: Oliver and Henry Fuchs Freud Papers, Sigmund Freud Collection, Manuscript Division, Library of Congress, Washington, D.C. Container number 8, series 3 Eva Mathilde Freud Papers.

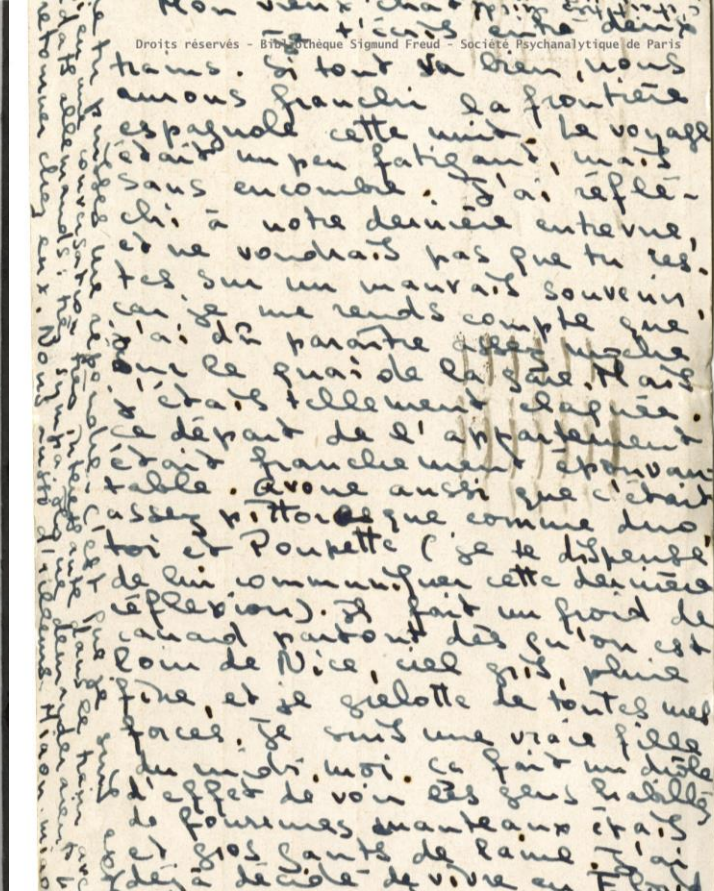


Image 7 Crédit: Oliver and Henny Fuchs Freud Papers, Sigmund Freud Collection, Manuscript Division, Library of Congress, Washington, D.C. Container number 8, series 3 Eva Mathilde Freud Papers.

The Life of Eva Freud

Who was Eva Freud?

- Born on 3rd of september 1924 in Berlin
- Sigmund Freud's granddaughter
- Came to Nice in 1934 after her family had to flee the rising nazism in Berlin
- Pupil at Lycée Calmette Nice from von 1934 bis 1942
- Died on 4th of november 1944 after an illegal abortiong

1. Why this project about Eva Freud?

Her live and death sheds light on:

- The situation of the European Jews who were in exile in Nice, or on the French Riviera, during the occupation.
- Historical context National Socialism
- Persecution and exile of the European Jews

1. Why Eva Freud?

Her live and death sheds light:

- On the condition of young girls and women in the 1940s.
- Female Condition
- Abortion ban
- School education in the 40s

1. Why Eva Freud?



Image 10 Crédit: Christine Schmider



Image 11 Crédit: Mémorial de la Shoah

Simone Veil – un combat pour le droit à l'avortement

- Présentation de la personnalité et de la biographie en tant qu'ancienne élève du Lycée Calmette
- Découverte de son lien avec Eva
- Etude de son parcours politique et de son combat pour le droit à l'avortement



1. Why Eva Freud?

Their lives and deaths shed light:

About Nice and the Lycée
Calmette

- as topography of memory
- as archives of history

mps éternel.



2. The Project

Over several courses

Over 2 semesters

In collaboration with the terminal
HPL of the Lycée Calmette and
their philosophy teacher.

With joint meetings

With an excursion to Thorenc

With a final theater performance

3. The historical material

- The Correspondance between Eva and Hélène Doub. (PDF No 01)
- The School register and class photo (PDF No 02)
- The « carnet d'observation des parents d'Eva (PDF No 03)
- Police archives related to the arrest of jewish families in Thorenc (PDF No 04)
- Various pictures and photographs



Image 13 Crédit: *Isabelle Sieurin*

4. Tasks

**Projet Eva Freud 2023. Travail d'écriture n°1 à faire par groupes de deux ou trois élèves.
A envoyer en word/pages/pdf à l'enseignant.**

Lire les documents, visionner les vidéos, prendre des notes avant de commencer le travail d'écriture.

1. Objectif : Écrire deux textes sur la vie d'Eva (de sa naissance 1924 au années 30, jusqu'à ses douze ans). Ces textes peuvent prendre des formes très diverses en fonction de votre inspiration : récits, poésies, dialogues...

- Texte n° 1 : Eva à Berlin.
- Texte n° 2 : Eva à Nice dans les années 30 à Nice. Les deux meilleurs textes seront utilisés comme chœur/voix off racontant/commentant la vie d'Eva sur les photos pour le spectacle.
- Suivre le lien pour comprendre ce qu'était/est un coeur au théâtre

4. Tasks

2. Liens vidéos et podcast pour trouver toutes les informations utiles pour la rédaction de vos textes :

- [Emission sur Eva Freud](#)
- [Podcast sur Eva Freud](#)
- [Biographie Eva Freud](#)

3. Références très utiles pour trouver toutes les informations nécessaires pour la rédaction de vos textes : Ce document est essentiel !!! :

- [Répères chronologiques](#)
- [Entretien sur Eva Freud](#)
- [Vidéo sur Nice sous l'occupation](#)
- Livre : Sieurin, *Qui a tué Eva Freud, fragments d'une vie à Nice*, Editions Mémoires millénaires.

4. Tasks

4. Lieux de mémoires

I. Lisez l'article de Jan Assmann Kollektives Gedächtnis und kulturelle Identität et résumez ses thèses principales

II. Répondez aux questions:

1. Qu'est-ce qu'un lieu de mémoire ?
2. Quel est l'historien qui a développé ce concept ?
3. Citez quelques lieux de mémoire de la première Guerre Mondiale et de la Seconde Guerre mondiale ?
4. Peut-on dire que le lycée Calmette est un lieu de mémoire ? Justifiez votre réponse. Quel était son nom pendant la seconde guerre mondiale ?
5. Retrouvez le noms, âges, numéros de convoi des élèves qui ont été déportées sans retour parce que nées juives ?
6. Qui est Simone Veil ? Quand était-elle élève au lycée ? Quand a-t-elle été arrêtée ? (voir corrigé p. 36-38 template)

III. Rédigez un texte sur un lieu de mémoire de votre choix. En quoi ce lieu correspond-il à la définition de Jan Assmann?

4. Tasks

4. Lieux de mémoires – Thorenc

Rédigez un texte sur le village de Thorenc comme lieu de mémoire en vous basant sur votre expérience et impressions de l'excursion dans l'arrière-pays.

Illustrez le texte avec des photos que vous aurez prises.

4. Tasks

5. Elaborez une séquence de cours pour une classe de 3è en vous servant de tous les documents distribués.

- Définissez les objectifs linguistiques, culturels, communicatifs et éducationnels.
- Précisez les activités langagières.
- Indiquez les tâches intermédiaires et la tâche finale.
- Donnez des précisions sur l'évaluation et les devoirs à la maison

Quand vous aurez terminé la séquence, demandez un feedback à deux autres personnes.

5. Outputs

Students' and pupils' productions:

1. Creative texts, graphic novels, poems on the life of Eva Freud (PDFs No 07, 08, 09)
2. Texts about places of memory (PDF No 11)
3. Texts about Thorenc and its memorial topography (PDF No 13)
4. Lesson plan « Eva Freud, a 20th century destiny » (PDFs No 14 and No 15)
5. Video for the theater representation (link on teams)

6. Important dates



First meeting at the Calmette high school between the students of the final year of high school specializing in HLP and the undergraduate students. Presentation of the Calmette high school as a place of memory of the Shoah in Nice. Meeting with the President of the AMEJDAM (Association for the Memory of Deported Jewish Children of the Alpes-Maritimes) Mrs. Merowka, who will explain to the students the historical research process to find the names of the deported girls from the high school in order to affix the commemorative plaque at the Calmette high school. Presentation of a video, made by the students.

Second meeting between students and high school students: workshop of theatrical reading of Eva Freud's letters at the Faculty of Letters. Welcome by the director of EUR Creates, Mr. Aubert.

Outing to Thorenc: discovery of Eva's pen pal H  l  ne Dub's hiding place, of the various places where Jews were arrested and of the commemorative plaque

Performance of theatrical readings in collaboration with the students. Th   tre du Grand Ch  teau, Valrose



7. Cours programme and structure

Working material:

Letters, photographs, documents from archives, historical sources

Procedure:

Description and analysis of documents and their contextualization

Writing workshop – student/pupils' texts and scenarios

Scenic representation and reading presentation of letters and student/pupil's texts

Grading: 1 grade for active participation in the project. 1 grade for production within the course. The average will be counted for all courses involved.

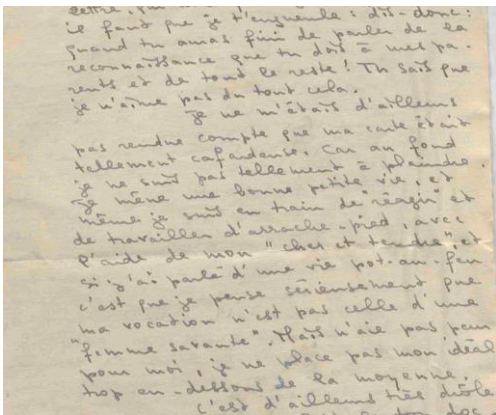


Image 14 Crédit: Oliver and Henry Fuchs Freud Papers, Sigmund Freud Collection, Manuscript Division, Library of Congress, Washington, D.C. Container number 8, series 3 Eva Mathilde Freud Papers.

Final assessment : The project as vector of coherence



Transdisciplinarity of subjects



Connecting different fields of CK
(history, littérature)



Connecting CK, PCK and PK through
the project work



Linking theory and practice



Enhancing self reflection

- The pupils and students felt that they had:
 - learned to reflect out of the box,
 - adapt to unfamiliar environments
 - adopt new perspectives
 - Create links between different fields of knowledge