

Mlle Katherine Wojdyla  
Date : August 14, 2007

Subject : French

Grade : Level 3

Goals/Objectives/Standards :

- Students will listen to and comprehend a popular French Song "Ma Philosophie"
- SW gain understanding of 'laïcité'
- SW read an English article and analyze
- SW Compare and Contrast
- SW Connect between their rules and regulations
- SW Understand Maghreb influence/history/pop culture
- SW Debate wearing religious symbols and expression through clothing

<b>Time:</b>  30 minutes	<p><b>Open/Framing the lesson/Introduction/Early Assessment:</b> <b>Present PowerPoint Slide 1: (See Maghreb Hijab PowerPoint Presentation)</b> Listen to song with video Discuss Amel Bent/ Nouvelle Star competition See <a href="http://www.nouvellestar.fr/">http://www.nouvellestar.fr/</a> for more information <a href="http://en.wikipedia.org/wiki/Nouvelle_Star">http://en.wikipedia.org/wiki/Nouvelle_Star</a> Who might be the 'American equivalent to Amel Bent?' What do you think the equivalent to Nouvelle Star is?</p> <p>***If there is extra time, go to this link: <a href="http://www.dailymotion.com/relevance/search/nouvelle%2Bstar%2Bbeat%2Bbox/video/x2csuj_beat-box_street">http://www.dailymotion.com/relevance/search/nouvelle%2Bstar%2Bbeat%2Bbox/video/x2csuj_beat-box_street</a> Another performer on 'Nouvelle Star' to show them how similar the set up is to that of the United States' version. It is really quite impressive and they get to hear the judges as well. If the link doesn't work, go to <a href="http://www.dailymotion.com">www.dailymotion.com</a> and search 'nouvelle star beat box' and it should come up.****</p> <p><b>PowerPoint Slide 2:</b> Discuss Maghreb and les musulmans en France Where does most of the Muslim population live? What does it mean to be Muslim? To what population in the U.S. would they be compared? What do you think the population would be like?</p> <p><b>PowerPoint Slide 3:</b> Show Students prominence of musulmans en France</p>
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15 minutes	<p><b>The Lesson Structure: Activities</b></p> <p><b>Preview questions: What do you know about les musulmans in the U.S.?</b>  <b>How do you think they are treated within their own culture?</b>  <b>How do you think they are viewed by other cultures?</b></p> <p><b>Watch Commercial</b> (<a href="http://www.dailymotion.com/relevance/search/hijab/video/x1p40b_hijab">http://www.dailymotion.com/relevance/search/hijab/video/x1p40b_hijab</a>)  <b>Read article(See Article Below)</b></p>
5 minutes	<p><b>Closing/Assessment</b></p> <p><b>Write three discussions due tomorrow.</b></p>
	<p><b>Homework</b></p> <p><b>Find out what your peers/family think...</b>  <b>Taking learned information... interview at least two people(one must be a family member) about wearing religious symbols in school and expression through clothing. Get signatures.</b></p>
<p><b>Resources/Materials: World Map(See below); Song lyrics (See below); Article BBC(See Below)</b></p>	

<p><b>Time:</b></p> <p><b>10 minutes</b></p>	<p><b>Open/Framing the lesson/Introduction/Early Assessment:</b></p> <p><b>Short class discussion of article pertaining to the questions that the students wrote for homework.</b></p>
<p><b>20 minutes</b></p>	<p><b>The Lesson Structure: Activities</b></p> <p><b>Groups of three or four—Written debate of wearing religious symbols in school</b></p> <ol style="list-style-type: none"> <li><b>1. Compare and Contrast the results of your homework ‘interviews’</b></li> <li><b>2. Do you think that the wearing of religious symbols in school should be banned?</b></li> <li><b>3. How would you feel if the government told you that you could not wear religious symbols?</b></li> <li><b>4. Have you ever been affected by others wearing their choice religious symbols?</b></li> <li><b>5. What do you think are the effects of wearing religious symbols in school?</b></li> <li><b>6. Is there a difference between the gravure of certain symbols?(A small necklace vs. a head scarf, etc.)</b></li> <li><b>7. What should the ‘punishment’ or repercussions be?</b></li> <li><b>8. Religious symbols aside, do you feel like you are limited by the government or any other ruling body on how you express yourself through clothing?</b></li> </ol>
<p><b>20 minutes</b></p>	<p><b>Closing/Assessment</b></p> <p><b>Each Group Presents their responses to the questions.</b></p>



**Caroline Wyatt**  
BBC correspondent, Paris

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**French President Jacques Chirac has widespread popular support for the proposal to ban the wearing of religious symbols in state schools. And everyone knows that it is really about the Islamic headscarf.**

I was sitting in a cafe with a friend, Antoine, soon after I'd arrived in Paris this June.

It was a glorious sunny summer's evening, and we sat outdoors to watch the world go by.



France has the largest Muslim population in the EU

I live in the Marais, a gay and very touristy area, full of young men sauntering past in search of a good night out.

Two men in tight T-shirts, showing bulging biceps, walked past hand in hand, occasionally stopping to kiss one another affectionately.

"That's disgusting!" exclaimed Antoine, a middle-aged, rather conventional French businessman.

"What, the two men?" I asked.

"No, no, not them. Behind them, the two women."

I looked but I couldn't see anything amiss. All I saw were two young women, walking past chatting to one other.

I turned to Antoine, mystified.

"The veils!" he exclaimed.

"Veils?" I asked.

"Yes, those headscarves," he said. "That shouldn't be allowed here in France."

I was utterly baffled.

### **Very 'un-French'**

Antoine spent the next half hour explaining to me why he and most of his friends were horrified by the sight of women wearing what the French call "the veil" and others might call the "hijab" or Islamic headscarf.

It was degrading to women, he told me, and few of the women wearing it did so voluntarily.

They were forced, he said, by their families and by local Imams, who were teaching an increasingly fundamentalist form of Islam to France's Muslim community.

"That was never a problem with the first generation of Muslim immigrants in France, the Algerians and Moroccans who came and settled here in the 60s and 70s. They just wanted to fit in," Antoine told me.

“ Everyone here knows that the ruling isn't really about the wearing of a small cross on a chain, or even the Jewish skullcap ”

He explained that it was the second and third generation of French-born Muslims, many of whom live in the big city suburbs - effectively ghettos - who seemed to him increasingly "un-French".



President Chirac referred to the headscarf, the skullcap and the cross

**Chirac speech excerpts**  
**Mixed reaction in media**

He said they were rejecting French values and French culture and identifying themselves with their co-religionists in other countries instead, even insisting on wearing the headscarf to school.

Muslim girls were clearly being oppressed by the headscarf. It was all very dangerous, and would lead to no good, said Antoine ominously.

### **Young targets**

Those same thoughts were echoed rather more elegantly by the French President Jacques Chirac, as he announced to an appreciative audience at the Elysee Palace that all religious symbols would be banned from French state schools.

He cited liberty, equality, fraternity, and the need to keep France a secular state.

Yet everyone here knows that the ruling isn't really about the wearing of a small cross on a chain, or even the Jewish skullcap.

It is about the headscarf, and the visceral, almost incoherent rage it induces in even the most liberal of French.

But is that racism, or fear of the "other"?

Is it the fear of someone else's values slowly turning France into something more multi-cultural?

I can't make up my mind, and the French Muslim women I've spoken to all have radically differing views.

### Unexpected support

Samira Bellil, a 30-year-old Algerian-born Frenchwoman is just as passionate as Antoine in her rejection of the hijab.

She has become involved in a Muslim women's campaign against the headscarf in schools.

She says girls are being pressurised to wear it, as much to protect themselves from the casual violence of the ghetto, as by their families or religious leaders.



France's first private Muslim school has become very popular

Samira herself was raped not once but twice as a teenager in the Paris suburbs.

Her attackers were also Muslim.

Later, she was told by one classmate that she wouldn't have been attacked if she had been wearing the hijab instead of flaunting herself bare-headed.

It was that sort of attitude, Samira told me, that she was campaigning against.

It was the idea of women as objects, told what to do and how to dress by men.

That, for her, is what the hijab symbolises.

She was delighted by Mr Chirac's speech, as was an Iranian friend of mine who laughed.

“ She said that in Iran, men were obsessed with telling women to cover up while in France, they were equally obsessed with telling women to take things off ”

She said that in Iran, men were obsessed with telling women to cover up while in France, they were equally obsessed with telling women to take things off.

### **Human rights**

But then I met Teychir Ben Niser - a 17-year-old French schoolgirl equally heated in her defence of the hijab.

In this land of liberty, she asked, how could France take away her right to express her belief that it was modest and right to cover her hair in public?

I've been left as confused and puzzled by the debate as many others watching France as it tries to work out what is best for its future as a nation.

Whether it likes it or not, France has become a multi-faith, if not yet a multicultural, country.

And it seems that the issue of the headscarf has, for the first time, opened up a real debate about the country's failure to integrate its biggest immigrant community.

This is a discussion that suddenly acquired a new and desperate urgency on September the 11th 2001.

### **Fragmented society**

France's failure over the past 40 years or so has been to dump those immigrant families into high-rise ghettos, where desperation over unemployment and poverty is boiling over into alienation.

A whole new generation of young people are choosing to reject French values, just as they feel France has rejected them.

Only now are politicians beginning to wake up and ask what has gone wrong.

How can France offer real equality to all, making it more than

just a word inscribed on all the national public buildings?

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**From Our Own Correspondent** was broadcast on Saturday, 20 December, 2003, at 1130 GMT on BBC Radio 4. Please check the [programme schedules](#) for World Service transmission times.



Lyric of **Ma Philosophie** of the song  
**Amel Bent**

Artist: **Amel Bentt**

Album: **Un Jour D'été (2004)**

Title: **Ma Philosophie**

Je n'ai qu'une philosophie  
Être acceptée comme je suis  
Malgré tout ce qu'on me dit  
Je reste le poing levé  
Pour le meilleur comme le pire  
Je suis métisse mais pas martyre  
J'avance le cœur léger  
Mais toujours le poing levé

Lever la tête, bomber le torse  
Sans cesse redoubler d'efforts  
La vie ne m'en laisse pas le choix  
Je suis l'as qui bat le roi  
Malgré nos peines, nos différences  
Et toutes ces injures incessantes  
Moi je lèverai le poing  
Encore plus haut, encore plus loin

{Refrain:}

Viser la Lune  
Ça me fait pas peur  
Même à l'usure

J'y crois encore et en cœur  
Des sacrifices  
S'il le faut j'en ferai  
J'en ai déjà fait  
Mais toujours le poing levé

Je ne suis pas comme toutes ces  
filles  
Qu'on dévisage, qu'on déshabille  
Moi j'ai des formes et des rondeurs  
Ça sert à réchauffer les cœurs  
Fille d'un quartier populaire  
J'y ai appris à être fière  
Bien plus d'amour que de misère  
Bien plus de cœur que de pierre

Je n'ai qu'une philosophie  
Être acceptée comme je suis  
Avec la force et le sourire  
Le poing levé vers l'avenir  
Lever la tête, bomber le torse  
Sans cesse redoubler d'efforts  
La vie ne m'en laisse pas le choix  
Je suis l'as qui bat le roi

{au Refrain, x3}