

Formation 15 Juin 2026
Anne Brugère et Aurélie Davoine,
Lycée Alphonse Daudet Nîmes

Collaborer pour le meilleur;-)



1. Envisager des approches différentes, au service de l'apprentissage des élèves



Echanger

Co-construire et dégager des objectifs pédagogiques

Dégager des objectifs opérationnels communs

Communiquer Se coordonner



S'adapter

Envisager la complémentarité

Echanger

Co-construire et dégager des objectifs pédagogiques

Dégager des
objectifs
opérationnels
communs

Communiquer
Se coordonner



S'adapter

Envisager la complémentarité

Objectif opérationnel, efficace:

Selon l'UNESCO (2023), un objectif **efficace** doit répondre à trois critères :

- **être spécifique / observable/ évaluable.**



Barbara Govin

Pôle 2 : Coopérer pour apprendre / apprendre à coopérer
RENCONTRES NATIONALES DES INNOVATIONS PÉDAGOGIQUES 2021

<https://www.ac-paris.fr/pedagogie-cooperative-128339>

<https://www.youtube.com/watch?v=lqOjmEbFPFY&t=25s>

Sylvain Connac

**Créer
ensemble**

Expérimenter

**Se
tromper**

**Echanger,
partager**

Collaborer



Créer ensemble

Expérimenter

Se tromper

Echanger, partager



Collaborer

Envisager la complémentarité (tutorat,...)

**Echanger
Communiquer**

Co-construire

**Dégager
des objectifs
communs**



Apprendre

S'adapter

Se coordonner

2. Mettre en œuvre la collaboration : démarche « light »



ACADÉMIES DE TOULOUSE ET DE MONTPELLIER

PROGRAMME INTERACADÉMIQUE DE DNL HISTOIRE-GÉOGRAPHIE SECTION EUROPÉENNE ANGLAIS

à partir de septembre 2025

Compte tenu de l'horaire en DNL et de la parité entre l'histoire et la géographie, il est demandé de traiter au moins deux chapitres de géographie et deux chapitre d'histoire dans deux thèmes différents.

GÉOGRAPHIE				
« Les territoires dans la mondialisation : entre intégrations et rivalités »				
Thèmes Géographie	Questions programme	Chapitres en DNL	On peut mettre en avant les notions suivantes (aucune exhaustivité n'est attendue) :	Problématiques utilisées comme sujets de bac pour les élèves
Thème 1 – Mers et océans : au cœur de la mondialisation	G1 – Mers et océans : vecteurs essentiels de la mondialisation	The Arctic Ocean : appropriation, protection and freedom of circulation (global and regional scale)		

Thème 1 – Fragilité des démocraties, totalitarismes et Seconde Guerre mondiale	H2 – La Seconde guerre mondiale	The UK in the Second World War	Axis 1 : Resist on the battlefield Axis 2 : The homefront	Dunkirk, The Battle of Britain, the foreign Resistance, collective memory, Churchill The Blitz and the Blitz spirit, total war, mobilization, propaganda, rationing, D-Day	- What role did the UK play in the victory of the Allies ? - The Home front : how did the war affect life in Britain?
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OBJECTIFS

1. Acquisition de connaissances et vocabulaire spécifique :

- a) Comprendre les **enjeux du conflit** en Grande-Bretagne : rôle dans la résistance au nazisme et dans la victoire, stratégies militaires, alliances, ...
- b) Comprendre le **quotidien des anglais**, en particulier celui des et des enfants.

2. Capacités travaillées :

- a) Compréhension de documents de divers nature, en anglais.
- b) Recherches individuelles ciblées.
- c) Communication orale en petits groupes
- d) Argumentation
- e) Apprentissage de connaissances

OBJECTIFS

1. Acquisition de connaissances et vocabulaire spécifique :

- a) Comprendre les **enjeux du conflit** en Grande-Bretagne : rôle dans la résistance au nazisme et dans la victoire, stratégies militaires, alliances, ...
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1. Acquisition de connaissances et vocabulaire spécifique :

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- a) Compréhension de documents de divers nature, en anglais.
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- d) Argumentation
- e) Apprentissage de connaissances

OBJECTIFS

1. Acquisition de connaissances et vocabulaire spécifique :

Évalué
(EDD)

a) Comprendre les **enjeux du conflit** en Grande-Bretagne : rôle dans la résistance au nazisme et dans la victoire, stratégies militaires, alliances, ...

Évalué
(EDD)

b) Comprendre le **quotidien des anglais**, en particulier celui des et des enfants.

Évalué
(Oral)

2. Capacités travaillées :

a) Compréhension de documents de divers nature, en anglais.

b) Recherches individuelles ciblées.

Évalué

Évalué

c) Communication orale en petits groupes

d) Argumentation

Évalué
(EDD)

e) Apprentissage de connaissances

Programme de Terminale : séquence 2

Unit 2 UK at war

Séances	DNL	Anglais Euro
1	Découverte du sujet. Accroche : phrase et affiche iconiques	
2	Découverte des recherches à mener sur le site du musée de la 2eme GM à Londres	
3	Correction en groupe (+ correction mise à disposition)	
4	Travail notions + vocabulaire : Home front/ Battle front/ Resistance/ Victory	
5	Travail de groupe sur une vidéo muette (Final task)	
6	Présentation/ évaluation orale et Etude de documents (révision méthodologie)	
7	Evaluation : orale : étude de document	

Programme de Terminale: séquence 1

Unit 2 Great-Britain at war

Unit2 Great Britain at war 1939-1945

"Never in the field of
human conflict was so much owed
by so many to so few."
Sir W. Churchill, 20/08/1940





Propaganda posters, London, 1940





There are only about 20 original copies of the poster left: most of them were found accidentally in 2000 by the employees of Barter Books in one of the old drawers. There were 2.5 million copies printed totally, and almost all of them were recycled.

<https://birdinflight.com/en/news/industry/20160630-keep-calm-poster.h>

A rare photo of the now-iconic "Keep Calm and Carry On"
Photo displayed during WWII. Unknown photographer. Circa 1941.

<https://allthatsinteresting.com/the-blitz#4>



The war
today



Britain at war

Instructions :

Investigate about the war in the United Kingdom thanks to the National Archives.

<https://www.nationalarchives.gov.uk/education/worldwar2/index-of-resources/western-europe/>



HOME FRONT

BATTLE FRONT

RESISTANCE

VICTORY



"Never in the field of human conflict was so much owed by so many to so few."
Sir W. Churchill, '20/08/1940

Timeline: [https://www.bbc.com/history/ww2/ww2_timeline_1939-1945](#)

Britain and France declared war on Germany in 1939. By late May 1940 British, French and Belgian forces resisted tenaciously against German troops but were trapped in the North of France. The British government decided to evacuate its troops from the port of Dunkirk between May 26th and June 4th 1940. This was known as Operation Dynamo. (The evacuation was superbly organised by the Royal Navy. Nearly 300 000 British and over 100 000 French troops were evacuated. The RAF outlasted the Luftwaffe over the beaches at Dunkirk.) France, which offered a short resistance to the blitzkrieg strategy, surrendered on June 21st 1940 and GB became the only democracy to resist to the Nazi aggression.

- Hitler expected Britain to ask for peace terms, but British Prime Minister Winston Churchill refused. **Hitler ordered his commanders to prepare for an invasion of Britain** which threatened the English population for some time. Churchill felt really concerned by a potential parachute invasion. Finally the German military General Staff proposed plans to invade Britain across the English Channel in the early autumn of 1940. It was named **Operation Sea Lion**. The problem for the Germans was the Royal Navy. British ships would have destroyed the German ships and stop the invasion. As a result **Germans needed first to control the air** and the first stage of the invasion was an attack on the Royal Air Force by the Luftwaffe. This attack became known as the **Battle of Britain**.

- Moreover many governments and individuals who refused to accept the defeat fled to England and remained until invasions of North Africa (1942) or Normandy (June 6th 1944) as the Free French Forces under General de Gaulle. Few became pilots for the RAF. Resistance was organised from London and leaders worked with the British Prime Minister Winston Churchill and the government in order to overthrow the Nazis.

Great Britain at war

Quickly investigate about the war:

Goal: Investigate the Western Front 1939-1945, then choose the air battle of Britain.

- dates
- actors/location
- part of the United Kingdom which fell into German hands
- consequences of the battle on the British population and economy (London at war)
- how did Great Britain win
- abusive? use of the battle by the British government in particular the Prime Minister for the propaganda

Group 1, 2, 3

Group 2

Group 3

III - Battle-front: resistance and Victory		
-- The Battle of Britain takes its name from the speech given by Prime Minister Winston Churchill to the House of Commons on 18 June: "That general Weyland called the 'Battle of France' is over. I suspect that the Battle of Britain is about to begin."		
Great Britain	German Reich	
Dates + Location Part of the United Kingdom which fell into German hands	10 July until October 1941: Battle of Britain starting with Operation Sea Lion = large-scale attacks on the British territory with the Luftwaffe. (First major military campaign fought entirely by air forces) 7 September 1940: 57 severe days and nights of night bombing: Blitz	
Actors of the Battle of Britain	Winston Churchill Prime Minister King George VI and Queen Elizabeth British regular army + RAF (Royal Air Force) pilots + Royal Navy + British citizens	Hitler: Führer (1933-1945) Goebbels launched operation Sea Lion and the Battle of Britain Wehrmacht: Luftwaffe and Kriegsmarine Salvo airforce
Consequences of the battle on British population and economy	Population: 65 000 civilians killed, 1 million injured, 1.4 millions evacuated. Destruction: --- 2 million homes destroyed Economy: - Luftwaffe targeted industrial sites as Liverpool/industrial factories involved in aircraft production and started infrastructure, worked areas as East End in London - Destruction of factories and machines reduced 12% of British productive capacity + shortage of workers - Debt toward USA	
London at war	Citizens confronted to the Blitz and dedicated to their survival Shelters constructed underground (in gardens) Use of the Underground railway system for shelter and sleeping through night of bombings. The first fitted 79 stations with toilets, beds... Public gardens used to grow food during the war Population helped: sent to Home Guard, Air Raid Auxiliary Fire Services or worked in the Royal Army Pay Corps, Women's Volunteer Services for Civil Defense organised evacuation of children, operated canteens and established centers for the displaced children Many homeless in London Looting	
How did Great Britain win	- Aeronautics industries and British war industry located in Scotland or Ireland too far away for the German bombers - Radar was the most advanced warning system - The Few were dedicated to the victory against the Nazi's attacks. Excellent bombers (Hurricanes) and fighters (Spitfires with Rolls Royce engines). Many historians: Polish Canadian Czech - When pilots had accidents, they were received on their own land - During the Blitz, RAF commanders organised night raids during the night operation for the landing - British fighters (Spitfires) were bombing down German bombers (Messerschmitt) that German industry couldn't produce quickly	- Luftwaffe: High Command did not develop a methodical strategy for destroying British war industry - No real strategy to attack the UK - Excellent bombers (Stuka & Junkers) and fighters (Messerschmitt) with Daimler-Benz engines. They targeted factories, RAF infrastructure and airports. But Luftwaffe failed to overwhelm the British resistance before operation Barbarossa - Hitler postponed the attack and eventually canceled it - When the pilots were bombed, they became prisoners if they survived - Many mistakes of the Nazi secret service, which cannot intercept the British messages

Great Britain	German Reich
Dates + Location Part of the United Kingdom which fell into German hands	
Actors of the Battle of Britain	
Consequences of the battle on British population and economy	
London at war	
How did Great Britain win	
(Abusive?) use of the battle by the British government in particular the Prime Minister for the propaganda	

HOME FRONT BATTLE FRONT RESISTANCE VICTORY

...

Vocabulary

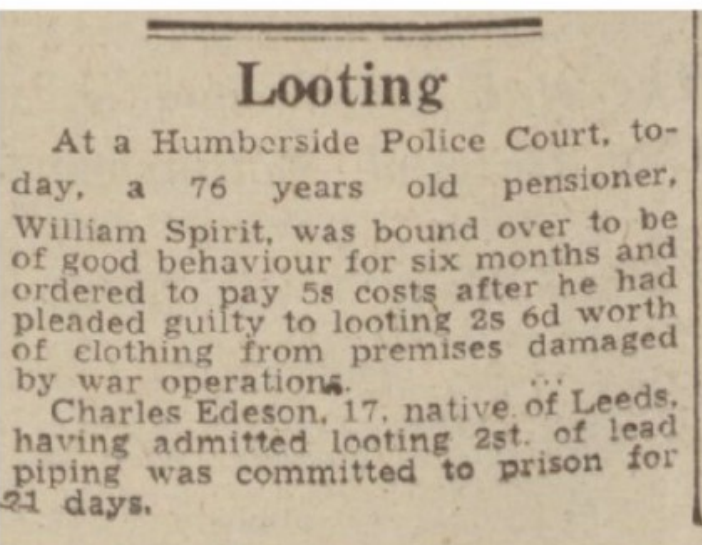
Select expressions which :

1. Explain/describe/ enlight the military events which punctuated the war / illustrate the battle-front
2. Explain/describe/ enlight the military events which concerned the citizens' life during the war : illustrate the home-front
3. Legitimate/promote the myth of the Blitz and other governmental propaganda's propositions and enlight the understanding of Memories (what is the rôle of commemoration in the British society ? How does the spirit of the Blitz survive,...)

- 1) Stunning display
- 2) Government has budgeted millions for a program of commemorative events and war memorial constructions
- 3) The total number of evacuees numbered 1.4 million, including a high proportion from the poorest inner-city families
- 5) British wartime studies concluded that cities generally took 10 to 15 days to recover when hit severely
- 6) London was subjected to the most concentrated attack on a British city in the Second World War
- 7) Up to 65,000 civilians were killed, 1 million injured and over 2 million homes destroyed
- 8) People referred to raids as if they were weather, stating that a day was "very blitzy"
- 9) The issue of remembrance
- 11) Loge continued for 57 nights. A total of 348 bombers and 617 fighters took part in the attack
- 12) Many civilians found that the best way to retain mental stability was to be with family
- 13) Debts of gratitude
- 14) The government has a national focus to teach future generations the lessons of the past and that war is not something that only affects far flung countries
- 15) Historians show that bombing failed to demoralise the British into surrender or do much damage to the war economy
- 16) The German air offensive failed because the Luftwaffe High Command (Oberkommando der Luftwaffe, OKL) did not develop a methodical strategy for destroying British war industry
- 17) Communists called for surrender during the Blitz

40) When Buckingham Palace was bombed on Sept. 13, Queen Elizabeth the Queen Mother said that she was glad for the hit, because she wanted the Blitz burden to be shared. "Now we can look the East End in the eye," she famously said

- 41) Remembrance strengthens the bonds of citizenship
- 42) Stories of the Blitz have shaped British collective sense of identity
- 43) History is often political because of the way it shapes how we think about ourselves as a nation
- 44) We recognize the depravity of what has occurred in war
- 45) Commemoration can be whipped up into nationalist fervour





Les élèves doivent écrire le commentaire de cette vidéo muette :

- journalistes anglais (1940)
- journalistes américains (1940)
- historiens anglais (2020's)
- journaliste allemand (1940)
- journalistes français (1940)

https://www.youtube.com/watch?time_continue=29&v=f1O6YzffuR8

Séances	DNL	Anglais Euro
1	Découverte du sujet. Accroche : phrase et affiche iconiques	Les enfants dans la 2eme guerre mondiale (Londres et évacuation)
2	Découverte des recherches à mener sur le site du musée de la 2eme GM à Londres	Compte-rendu oral du travail sur les documents.
3	Correction en groupe (+ correction mise à disposition)	Les femmes dans la guerre (étude d'un dossier documentaire : engagement dans la guerre).
4	Travail notions + vocabulaire : Home front/ Battle front/ Resistance/ Victory	
5	Travail de groupe sur une vidéo muette (Final task)	Shadowing : expression orale (rappel des règles de phonologie)
6	Présentation/ évaluation orale et Etude de documents (révision méthodologie)	Annonce tâche finale et travail : interview 10 ans après la guerre.
7	Evaluation : orale : étude de document	Tâche finale : évaluation.

Children during WW2

- Introduction : extrait de Narnia « The Blitz War »
- Travail individuel sur un document du dossier (contenant 5 docs)

=> objectif : relever des éléments correspondant aux 4 aspects suivants:

- Historical facts
- Striking facts
- Feelings
- Psychological consequences

Child Evacuees in the Second World War: Operation Pied Piper at 80

Dr Grace Huxford, 30 August 2019 - [Second World War](#), [Social history](#)



An early start to evacuation is made by children of Myrdle School in Stepney. The children assembled at school at 5am on Friday 1 September 1939. This photograph shows evacuees and adults walking along a street carrying suitcases and gas mask boxes. Some of the adults are wearing arm bands which identify them as volunteer marshals. © IWM (D 1939A)

Articles avec photos et vidéos sur le site du Imperial War Museum (iwm.org.uk)

EVACUATION OF WOMEN AND CHILDREN FROM LONDON, Etc.

FRIDAY, 1st SEPTEMBER.

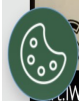
Up and Down business trains as usual, with few exceptions.

Main Line and Suburban services will be curtailed while evacuation is in progress during the day.

SATURDAY & SUNDAY,
SEPTEMBER 2nd & 3rd.

The train service will be exactly the same as on Friday.

Remember that there will be very few Down Mid-day business trains on Saturday.



SOUTHERN RAILWAY

IWM PST 3362

Growing Up In The Second World War

The Second World War was a time of major upheaval for children in Britain. Over a million were evacuated from towns and cities and had to adjust to separation from family and friends. Many of those who stayed, endured bombing raids and were injured or made homeless. All had to deal with the threat of gas attack, air raid precautions (ARP), rationing, changes at school and in their daily life.

Disruption and shortages continued after the war and the post-war period saw changes that would have a lasting impact on children's lives.

Here are 11 ways children were affected by the Second World War.



How Children's Lives Changed During The Second World War

The Second World War brought many changes to the lives of children in Britain. For some, the war was a time of fear and confusion that meant separation from families, the destruction of a home or even the loss of a parent. However, for others, these years were the most exciting and happiest time of their lives.

Evacuation was the biggest cause of disruption to children's lives. The government's voluntary evacuation scheme saw millions of children in Britain sent to places of safety for fear of German bombing. Many families made their own arrangements to evacuate their children to friends and family in the country or overseas. The short-lived Children's Overseas Reception Board also organised the evacuation of children to Canada, Australia, New Zealand and South Africa.

Women during WW2

Etude de l'article « Women Under Fire in World War Two » by Carol Harris, BBC website

=> Article divisé en 6 parties, chaque élève travaille sur une partie

- signing up
- Changing roles
- A woman's place
- Fashion and freedom
- A global response
- Women in 1945

Objectif :

Relever des éléments faisant référence à l'impact de la seconde guerre mondiale sur la vie des femmes au Royaume-Uni.

Final Task

We are 10 years after the end of WW2:

- You are a young woman who entered the world of work during the war. Talk about your experience during the war, how you felt when the war ended and how your life changed in the last 10 years. You will also talk about your expectations for the future.

- You are a child and you were evacuated during the war. You talk about your experience in the countryside, and your life when you went back home after the war (how things were/ how you felt...)

- You are a journalist, ask questions about the young woman or the former child's experience, their feelings and their life in the past ten years.

DNL : histoire - géographie	Fiche candidat
Langue : ANGLAIS	Voie générale
Thème référencé au programme: The UK in the Second World War	

What role did the UK play in the victory of the Allies ?

DOCUMENT 1 : Testimony of T. Tateson, Green Howards

The assault landing craft held about thirty men, tightly packed. They were low-lying, flattish boats and we were seated so that our heads were below the level of the gunwale [1]. We were ordered to keep our heads down as we approached the coast to avoid enemy fire. However, our landing craft was disabled by some underwater mine or obstacle and became impossible to steer[2]. One of the other boats was brought alongside and although it was already fully loaded with a similar number of men, we had to climb aboard and abandon our boat. We were now exposed to enemy fire as well as being grossly overloaded.

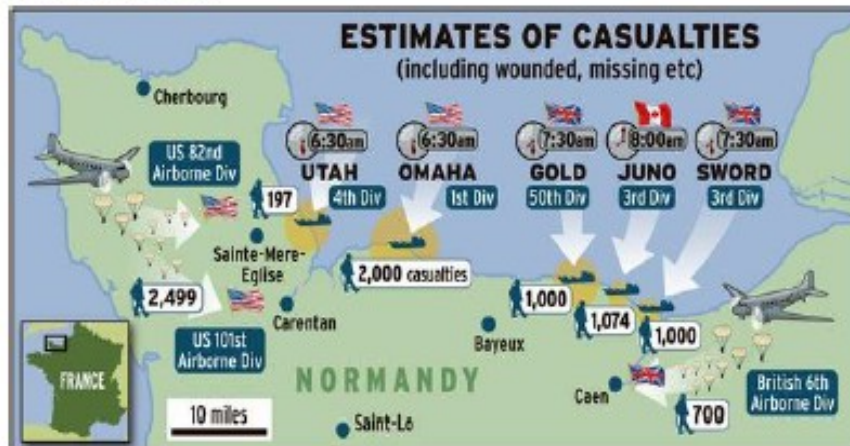
[1] gunwale : rebord de la barge de débarquement

[2] to steer : diriger

Imperial War Museum, cited in 'D-Day As They Saw It', 2004, edited by Jon E. Lewis, pp.98-99.

DOCUMENT 2 : The D-DAY Landing Beaches

The Mirror, 5th June 2014



2. Mettre en œuvre la collaboration : démarche plus exigeante



Programme de Première : séquence 2

Unit 2 Mumbai, a mega/global city between modernity and inequalities

OBJECTIFS

1. Acquisition de connaissances et vocabulaire spécifique :

- a) Questionnement sur la notion de **ville-monde** et sur les **inégalités** dans tous les domaines
- b) Etude de l'**expansion urbaine** et ses caractéristiques
- c) Un aspect spécifique de la **culture indienne** : Bollywood (incarne le soft-power indien)

2. Capacités travaillées :

- a) Compréhension de documents de divers nature, en anglais.
- b) Recherches individuelles et créativité.
- c) Communication orale en petits groupes
- d) Argumentation
- e) Apprentissage de connaissances
- f) Méthode de l'étude de documents

OBJECTIFS

1. Acquisition de connaissances et vocabulaire spécifique :

- a) Questionnement sur la notion de **ville-monde** et sur les **inégalités** dans tous les domaines
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2. Capacités travaillées :

- a) Compréhension de documents de divers nature, en anglais.
- b) Recherches individuelles et **créativité**.
- c) Communication orale en petits groupes
- d) Argumentation
- e) Apprentissage de connaissances
- f) **Méthode de l'étude de documents**

OBJECTIFS

1. Acquisition de connaissances et vocabulaire spécifique :

Évalué

(Quizz et EDD)

Évalué

(croquis)

Évalué

- a) Questionnement sur la notion de **ville-monde** et sur les **inégalités** dans tous les domaines
- b) Etude de l'**expansion urbaine** et ses caractéristiques
(croquis)
- c) Un aspect spécifique de la **culture indienne** : Bollywood
(incarne le soft-power indien)

2. Capacités travaillées :

- a) Compréhension de documents de divers nature, en anglais.

Évalué

Évalué

(présentation)

- b) Recherches individuelles et **créativité**.
- c) Communication orale en petits groupes
- d) Argumentation

Évalué

(Quizz et EDD)

- e) Apprentissage de connaissances
- f) **Méthode de l'étude de documents**

Programme de Première : séquence 2

Unit 2 Mumbai, a mega/global city between modernity and inequalities

Séances	DNL	Anglais Euro
1	Découverte du sujet. Questionnement sur le thème : ville-monde	
2	Mumbai, la ville des rêves	
3	Des inégalités à toutes les échelles	
4	Révision des thématiques abordées précédemment, à l'aide d'un jeu de phrases	
5	Découverte de la tâche finale et travail de groupe	
6	Présentation/ évaluation orale	
7	Etude de documents (révision méthodologie)	
8	Evaluation orale : étude de document	

Programme de Première : séquence 2

Unit 2 Mumbai, a mega/global city between modernity and inequalities



« Everyone who lives to the south of us is cooler, and everyone who lives to our north is, by default, a loser. It's the unsaid caste system of Mumbai. »

Phrase extraite d'un vidéo postée sur Internet par un habitant de Mumbai

Unit 2 · Mumbai, a mega/global city between modernity and inequalities ¶

Class ¶	Work steps ¶	Notions/ vocabulary ¶
Class 1 · Exploring and mapping the city's different districts ¶		
Teacher's presentation · + exchanges in class ¶		
· Discovering Mumbai ¶	1. Videos about Dhobi Ghat, famous slum of Mumbai: ¶ → M's laundry (area to be described + people's age + everyday life, ...) ¶ → Extract of <i>Bombay Dairies</i> (2011): Bollywood in Dhobi Ghat ¶ ¶ ¶ ¶ ¶ 2. Video from a British tour guide presenting the main affluent and tourist areas of Mumbai + Extract of the serie: trailer <i>City of Dreams</i> 3. ¶ ¶ ¶	One of Mumbai slums (description of the habitat and working conditions) ¶ ¶ Inspires Bollywood film-makers: What kind of industries, what consequences, ... (cultural industries, export, globalisation, ...) ¶ ¶ Touristic Mumbai with the British inheritages + posh areas (Worli, Branda West, Malabar Hill, Juhu, ...) ¶ ¶

Class 2 · A city of two tales (1) ¶		
Individual work with computers + oral exchanges ¶		
2. <u>Mumbai, Indian economic and cultural center: city of dreams ¶</u>	Work with documents (a video + tables, ...) and questions. ¶ (groups of 4 on economic center / groups of 4 on cultural center): then share informations 2x2 ¶	<u>Greater Mumbai ¶</u> <u>Gateway to India ¶</u> <u>Economic center ¶</u> <u>Cultural center ¶</u> <u>Linked to the world ¶</u>
Class 3 · A city of two tales (2) ¶		
<u>Description game using precise vocabulary: §</u> <u>Back to back: one pupil describes a picture of a neighbourhood in Mumbai, while the other draws it. Second stage: they swap roles. §</u>		
3. <u>Mumbai: the Indian city with the greatest inequalities ¶</u>	Study of 1 video + 1 table: economic, cultural and social inequalities ¶ In the city: inequalities: incomes, ways of life, districts, ... ¶	¶ <u>Divided city ¶</u>

Class4 · Review of previous classes · Major inequalities: economy, society, urban planning¶

Group work¶

4 · Work on vocabulary¶

¶

¶



List of 30 sentences linked to Mumbai · Class the sentences into 4 themes:¶

1 · Presentation of the city¶

2 · Inequalities in the urban planning¶

3 · Social and cultural inequalities¶

4 · Hopes: · economical · development · of · poor districts · and · rehabilitation projects to develop the city and decrease inequalities ·¶

Group Work:¶

a) Groups of 6: each one on one theme¶

b) groups of 4: · to discuss the choices¶

Final step:¶

4 colours paper: · the pupils cut and stick their sentences or copy them¶

¶

¶

Exchanges¶

Discussions for some sentences which fit in several themes¶



Unit 2 Mumbai : work on vocabulary

- Slender, impossibly crowded peninsula surrounded on three sides by water
- The number of people residing in slums throughout the entire country is estimated to be 104 million, or 9% of the total population of India.
- The Dhobi Kalyan & Audhyogik Vikas Cooperative Society, the apex body that represents washermen, estimates the annual turnover of the Mahalaxmi Dhobi Ghat at around Rs 100 crore. For 18 to 20 hours each day, over 7,000 people flog, scrub, dye and bleach clothes on concrete wash pens, dry them on ropes, neatly press them and transport the garments to different parts of the city
- An estimated 6,5 million people, around 55 percent of Mumbai's total population, live in slums.
- Apart from the millions of people living in Mumbai slums, the city also has a high number of homeless who cannot afford any form of permanent shelter.
- Cultural diversity within the city means that there are mixed religions throughout the area, although Hindu is the most practiced religion, with nearly 2 out of 3 Mumbai residents identifying as Hindu.
- In Mumbai, slums are notified or recognized by the government if they were settled on state or city government-owned land prior to 2000. Nearly half of Mumbai's slums are non-notified, meaning they have no security of land tenure and are not entitled to access city services like connections to the water supply and sanitation.
- Mumbai, which is surrounded by water on three sides, has waged a constant battle since the colonial era to find space to expand
- vertical aerie for the superrich
- The population density of Mumbai is approximately 73,000 per square mile, which makes Mumbai one of the most densely populated cities in the world.
- UNO define slums as informal settlements that lack one or more of the following five conditions: access to clean water, access to improved sanitation, sufficient living area that is not overcrowded, durable housing and secure tenure.
- Urban jungle



- Dharavi as Mumbai's new business district. Recently, the government approved a fresh plan for Dharavi's redevelopment. While it involves resettlement of the slum residents into planned habitats, the plan proposes to transform Dharavi into a commercial hub.
- some of Indian poorest slums
- Billion-dollar houses in the form of skyscrapers
- vast slums covered in blue tarps against the monsoon rains
- contains the heart of India's most powerful industries + TNC's in Worli (South Peninsula : Worli has been one of the busiest office areas in Mumbai since the late-1970s. The major companies having properties here are GSK Pharma, TATA, Deloitte, Novartis, HDFC Bank, Yes Bank, Siemens, CEAT,...)
- The percentage of people living in slums is estimated to be as high as 41.3% in Greater Mumbai, meaning that over 9 million people live in these areas.
- Dharavi is the largest slum in Mumbai and the second largest in Asia (after Orangi Town in Pakistan). It is estimated that one million people live in Dharavi, which spans just 535 acres, has a population density of an incredible 869,565 people per square mile.
- There are approximately 5,000 businesses and 15,000 single-room factories in Dharavi. The slum is the most literate in the country, with a literacy rate of 69%.
- trader in the National Stock Exchange
- traditional fishermen moor their boats in the shadows of skyscrapers in Worli

Séances	DNL	Anglais Euro
1	Découverte du sujet. Questionnement sur le thème : ville-monde	Découverte du genre Bollywood
2	Mumbai, la ville des rêves	Trois interviews actrices : Hollywood/Bollywood
3	Des inégalités à toutes les échelles	Etude <i>Slumdog millionaire</i>
4	Révision des thématiques abordées précédemment, à l'aide d'un jeu de phrases	
5	Découverte de la tâche finale et travail de groupe	
6	Présentation/ évaluation orale	
7	Etude de documents (révision méthodologie)	
8	Evaluation : orale : étude de document	



- Interviews de 3 actrices sur leur vision de l'industrie Bollywood
- Aishwarya Rai : actrice de Bollywood très célèbre
- Pryanka Chopra : actrice de Bollywood devenue célèbre à Hollywood aussi
- Nicole Kidman : actrice américaine



<u>Class 5 + 6 Work on the final task</u> <u>Diversity : modernity/inequalities (Map to be completed or finished)</u>	
<u>5. Researches</u> <u>Groups of 2</u> 	<u>Researches on different monographies (Tata motors / Yashraj Films / Mumbai University / Indian Institute of Technology in Mumbai / One Mumbai TV serie or a Mumbai show / Nhava Sheva : container port / Major CBD : Bandra-Kurl complex / One slum / BOM Mumbai airport / One touristic location)</u>
<u>6</u> <u>Presentation</u> <u>Co-animation</u> <u>if possible</u>	<u>Presentation as specialists : 2 to 2</u> <u>Half of the groups presents, the other half visits and listens to explanations and ask questions / 10 minutes per subject</u>
<u>7. Méthod +</u> <u>oral</u> <u>presentation</u>	<u>Comment on documents</u>
<u>8 : Exam</u>	<u>Comment on documents</u>

Class 5 + 6 Work on the final task

Diversity : modernity/inequalities (Map to be completed or finished)

5. Researches
Groups of 2



Researches on different monographies (Tata motors / Yashraj Films / Mumbai University / Indian Institute of Technology in Mumbai / One Mumbai TV serie or a Mumbai show / Nhava Sheva : container port / Major CBD : Bandra-Kurl complex / One slum / BOM Mumbai airport / One touristic location

6
Presentation
Co-animation
if possible

Presentation as specialists : 2 to 2
Half of the groups presents, the other half visits and listens to explanations and ask questions / 10 minutes per subject

7. Méthod +
oral
presentation

Comment on documents

8 : Exam

Comment on documents

Grille évaluation Expression orale en interaction

Compétence évaluée	A2 — 1,5pts (1ere) 1 pts (Tle)	B1 — 2,5pts 2 pts	B2 — 5 pts 4pts	C1 — // 5pts
Donner son avis et argumenter	Je donne un avis simple avec quelques phrases courtes.	Je donne mon avis et je l'explique avec quelques exemples.	Je défends un point de vue clair avec des arguments et des exemples précis.	Je développe une argumentation complète, nuancée et bien organisée.
Participer à l'échange	Je réponds simplement aux questions et je réagis de façon courte.	Je participe à une conversation simple : je réponds, je pose des questions et je relance un peu.	Je participe activement: je réagis, je relance et j'essaie de convaincre.	J'interagis avec aisance : je fais avancer l'échange et je m'adapte à mon interlocuteur.
Prononciation et clarté de la langue	Je suis compréhensible, mais mon interlocuteur doit parfois faire des efforts.	Je parle de manière assez claire, même s'il y a encore des erreurs.	Je parle clairement. Mon accent ou mes erreurs ne gênent pas la compréhension.	Je parle avec fluidité et précision. Les erreurs sont rares et ne gênent pas l'échange.
Vocabulaire et formulation	J'utilise un vocabulaire simple, parfois limité, mais adapté au sujet.	J'utilise un vocabulaire suffisant, avec parfois des répétitions ou des périphrases.	J'utilise un vocabulaire varié et assez précis pour bien exprimer mes idées.	J'utilise un vocabulaire riche, précis et varié, avec des formulations nuancées.

Cours distribué et croquis finalisé

I/ Is Mumbai a global city ?

Unit 2: Mumbai, a mega/global city between modernity and inequalities

1- Is Mumbai a global city?

- Mumbai: capital of the state of MAHARASHTRA (the name was officially changed from Bombay to Mumbai in 1995)
- the most populated city in India and usually considered one of the world's ten largest cities in the world (Tokyo, Delhi, Shanghai, Osaka) with slightly over 22.5 million people estimated in 2025 in the Metropolitan Area (Greater Mumbai) - 13 million
- the capital of trade and entertainment of India. Bombay was the name given by the Portuguese in the 16th century and now the Marathi traditional name is used instead

Mumbai is a very populated city and it's growing faster. However, knowing Paris, London, New York are well-known global cities, we can wonder if Mumbai can be seen as one

2- Global city: city which concentrates high-level activities which have a worldwide influence. These activities can be political (UNO in NY), commercial (Port), financial (investment), or cultural (cinema or monuments) or all together

A) The Gateway of India

- Name of the famous monument completed in 1924 located on the waterfront south Mumbai. Tourist attraction 26m high
- Mumbai natural site is perfect to create harbours and develop seaports. Site = several islands (The biggest: Salsette). The most touristy: Elephanta Island -> Thane Creek and Vasai Creek on the Ulhas River estuary - the Korkon mainland
- Mumbai port: was the first harbour constructed by the British (Prince's dock commissioned in 1880) is now used for bulk cargo. Autonomous corporation wholly owned by the government of India
- Most container traffic is directed to Jawahar Lal Nehru Port (JNPT, 1989) on the Arabian Sea. Also known as Nhava Sheva. It is located near New Mumbai: the largest container port in India (the 3rd largest port in the world). Major exports from Jawahar Lal Nehru Port are: textiles, sporting goods, carpets, textile machinery, processed meat, chemicals and pharmaceuticals. The main imports are chemicals, machinery, plastics, electrical machinery, vegetable oils and aluminium and other non-ferrous metals
- Airport: Chhatrapati Shivaji International Airport is the second busiest airport in India after Delhi Airport with about 49.8 million passengers in year 2018. The airport is located in Andheri, 8 km north of downtown Mumbai. 2 terminals. Airport code: BOM

B) An economic center:

- 15th of India's GDP
- 30% of the income tax of India is raised there
- Lots of huge companies can be found in Mumbai. Headquarters of 6/8 Indian TNCs. The most famous is Tata Motors since 1940: the largest Indian car manufacturer which makes also heavy trucks and Land Rovers and Jaguars. It became famous worldwide for creating the "Tata Nano" with 2000 euros. It owns 80 companies worldwide and invests in research. Tata Institute

Q1: Search other Indian TNCs

- In Mumbai there is also center for Atomic research: the BARC
- Mumbai is also famous worldwide for its jewelry, its embroidery and its pearls (pearls). There is a diamond stock exchange in Mumbai

Q2: Keep in mind information

- A new business district has been founded (total 6 CBD): THE BANDRA-KURLA COMPLEX



C) A cultural center

Bollywood:

- It is the Hindi-language film industry. It provides India with cultural identity
- One of the fastest growing sectors in the economy, the revenues of Bollywood film have grown by 360% from 1985 to 2005
- Over 250 films are released every month
- More than 20 million tickets sold each day. Price of a ticket: equivalent to average Indian daily wages
- Industry makes a minimum income of US\$500 million
- Mumbai has a powerful entertainment industry. Today, every major American studio -- from Walt Disney to 20th Century Fox -- has a presence in India, either by itself or via partnership. This has been a two-way exchange: the Mumbai-based Reliance group is now the parent company of Steven Spielberg's DreamWorks

Others:

- School and culture: Mumbai is a hub and a leading university site in South-east Asia
- Mumbai University founded in 1857. The University of Bombay is one of the first three oldest public state universities in India
- The Indian Institute of Technology of Bombay set in 1958 with the help of the UNESCO is one of the top engineering schools in SE Asia and offers doctoral degrees in Science, Technology, Engineering and Mathematics
- The SP JAIN School management: one of the top 10 business schools in Asia

Yashraj Films

- Asha Chopra CEO
- Asha Chopra CEO
- Biggest player in the entertainment business
- Collecting 5 of the most hit productions have grossed a sum of 200 million US dollars worldwide
- Produces about 5 movies a year. Budget ranging from 40 crans - 10 crans
- Employ more than 3000 people ranging from technicians to actors and actresses

<https://www.dailymotion.com/video/x1111111>

As a global city Mumbai is also a melting pot. There has been clashes between Hindus and Muslims (December 1992-January 1993: 900 deaths) and numerous terrorist attacks. Ex: November 2008, the siege of the Taj Mahal Palace & Tower



II/ Mumbai is the Indian city with the greatest inequalities?

Unit 2 Mumbai, a mega/global city between modernity and inequalities

II/ Mumbai is the Indian city with the greatest inequalities¶

<https://www.dnaindia.com/mumbai/report-mumbai-is-india-s-city-with-the-greatest-inequalities-1306460>

Mumbai's social fabric is paying the price for its ambition of becoming a 'world-class city'. Though Mumbai is popularly seen to be a city that shelters and feeds all, a new report now says it is the least homogeneous urban space in the country.

A human development report, prepared for the first time to determine the quality of life in Mumbai, has commented on the city's changing social fabric and the wide gap between rich and poor. The report finds that the two segments occupy completely different economic, physical, and social spaces even as they share a geographical territory. "The contrasts in living standards are of a magnitude not seen anywhere else in the country," says the report. "Two distinct cities exist within one."

The report has been prepared by the All-India Institute of Local Self-Government (AIILSG) in association with the United Nations Development Programme (UNDP). It was released by the BMC last week. The report says that even as the city of gold remains on top of the



country's income-generation charts, this income is distributed inequitably causing polarisation.

<https://qz.com/india/1396785/drone-photos-capture-the-staggering-inequality-in-mumbai/>

"This inequity is the unbecoming spectacle of Mumbai," it says, calling it India's least homogeneous city.

The income differential spills over to the social and physical sides of the city as well. The report finds wide disparities between the slum and non-slum populations on social and health parameters like literacy, sex ratio, morbidity rate, family space, and mental stress. While these socio-economic disparities are yet to balloon into social disruption, they are a clear and present danger, the report cautions, and calls for integrated planning and inclusive growth to bridge this gap.

A City Divided

The sex ratio in slums is 750, as against 859 in non-slum parts

The fertility rate in slums is 1.9, compared to 1.4 in non-slum areas

One in four women in slums is a victim of spousal violence. The extent is 15% in non-slum areas

On an average, 81 persons share a toilet seat in slum areas. In some parts, as many as 277 people share one seat. Barely 14% of public toilets in these parts have access to water, forcing people to carry their own pails. To avoid snide remarks, many women wait for nightfall or sunrise before dawn for ablutions

One in six slum households has access to piped water supply, far less than the city's average of 50.7%

Mumbai, often referred to as the City of Dreams, aspires to be a world-class city, but remains at its core, a third-world city with significant levels of poverty and inequality.

SUBJECT-1

Why can we say that the inequalities in Mumbai make its modernization difficult?

Document 1: Mumbai: Demolition of slums in Dhobi Ghat begins

Demolition of slums around Mumbai's Dhobi Ghat, one of the largest open laundries in the world began on Friday. Dhobi Ghat is a tourist attraction and has been part of many Bollywood films in the past. Of the 5,000 slums that form part of this area, about 1,500 have already been demolished and another 850 will be cleared today.

The redevelopment plan includes rehabilitating slum dwellers and refurbishing the open laundry, which is more than a century old and is a city heritage structure.

The British administration had created the ghat, a washing area, with 731 washing pans and flogging stones. The area around it was an open area meant for cleaning and drying, which was then systematically taken over by slumlords.

Dhobi Ghat is located in the heart of Mumbai, overlooking the Mahalaxmi Race Course and the Arabian sea.

Source : Hindustan Times, Nov 25, 2016

Document 2: photo showing Dhobi Ghat slum and its laundries (foreground) and new buildings under construction (background)



Source: India Today Mumbai, November 25, 2016

Evaluation et correction en DNL

NOTE 1

Comment of a document: correction
Why can we say that inequalities in Mumbai make its modernization difficult?

Consignes: commenter les 2 documents.

1. Pensez bien à faire un plan qui inclut les 2 documents dans chacune des parties.
2. Rédigez le commentaire et enregistrez-le. À ce moment-là, vous l'enregistrez sur votre téléphone et déposez votre enregistrement sur l'ENT, en format MP3/MP4. J'ai créé un espace de dépôt, comme pour l'évaluation. N'oubliez pas d'enregistrer aussi le début de l'introduction que j'ai rédigée, ainsi que la conclusion.

Intro:

Mumbai is the capital of Maharashtra, one of the Indian States. This metropolis is the second-most populated city in India with 22 millions people and it is the capital of economy and entertainment. However, Mumbai faces many social and economical inequalities. The City council tries to settle those issues by modernizing the city. Two documents tackle the issue.

Presentation of the documents:

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Conclusion:

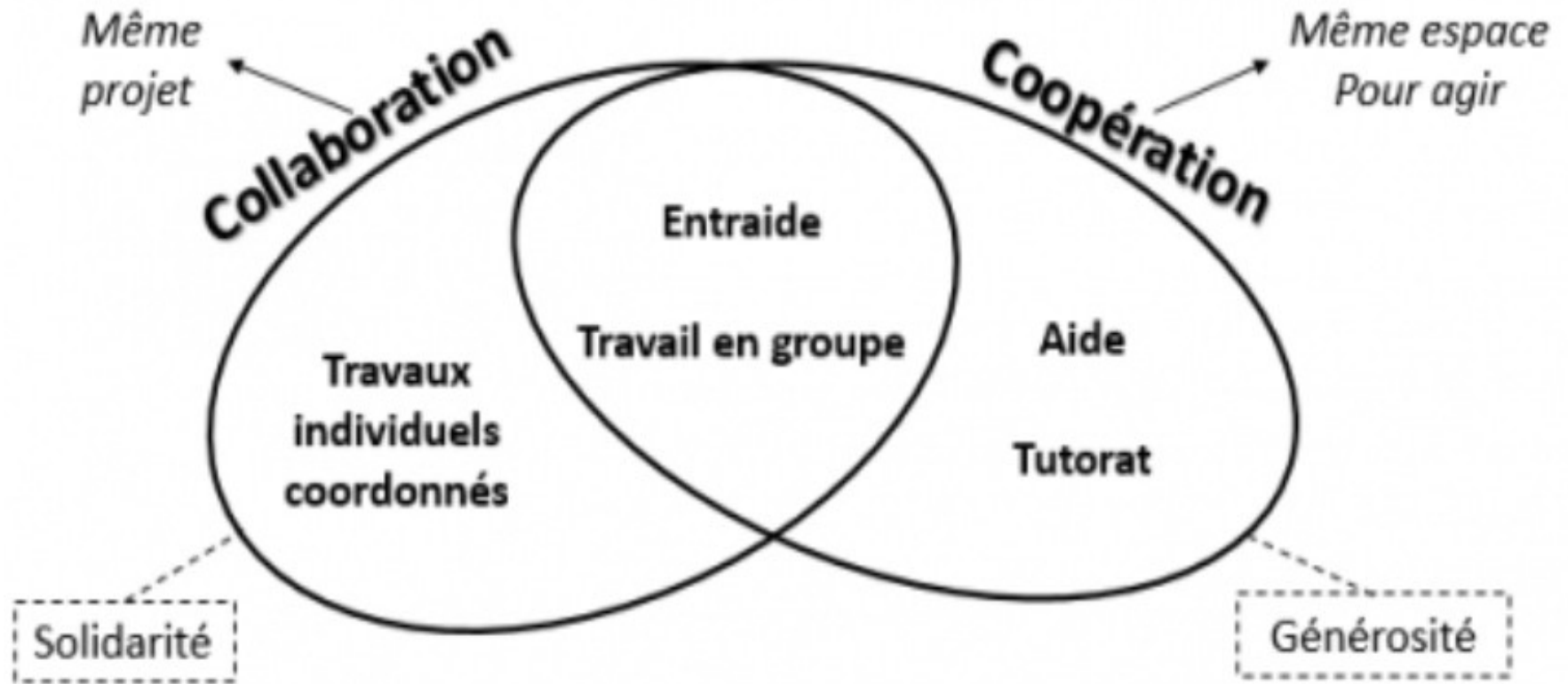
To put it in a nutshell, Mumbai is a global city with very high levels of inequality. Municipal authorities and state officials are attempting to modernise the urban space and reduce inequalities. Numerous projects are underway to this end. Nevertheless, the task remains immense. Indeed, demographic and urban growth sometimes render these policies obsolete.

Quelques sources



- Collaborer entre enseignants :
- <https://www.profencampagne.com/collaborer-enseignants/>
- Quelques fiches présentant des situations pédagogiques inovantes pour aider à organiser la coopération en classe :
- <https://ww2.ac-poitiers.fr/devoirs-faits/spip.php?article21>
- <https://www.cahiers-pedagogiques.com/Organiser-la-cooperation-dans-sa-classe/>
- Développer l'autonomie en classe :
- <https://www.stephanecote.org/gestion-de-classe-le-post-it-qui-supporte-lautonomie/>
- Illustrations : <https://www.vecteezy.com/vector-art/344996-teamwork-puzzle-logo-vector-illustration>

Collaborer/ Coopérer



Sylvain Connac

<https://ww2.ac-poitiers.fr/devoirs-faits/spip.php?article21>