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They speak **French** where?!?!?

Governor's Institute
for World Language Educators
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Language and Level:

This unit was designed for seventh and eighth grade French Exploratory students.

The learners are assumed to have little to no language experience, and are taking the French Exploratory course over the span of nine weeks, one marking period.

Overview of the Unit:

In order to fulfill not only the obvious language demands of the exploratory curriculum, I have decided to expand on this lesson as a part of the cultural aspect of the exploratory program that has been implemented in my district. An exploratory program such as the one I have the privilege to teach is based on the concept that students will not only gain simple, easy to use vocabulary in three target languages, but they will also come away from each class with a better understanding of the culture that accompanies each language. Unfortunately, proficiency is not the goal of the exploratory program, rather, this program has been designed to help the students make informed choices on what languages they would enjoy pursuing into their high school and college careers. Currently, our exploratory program does not have a textbook, only a curriculum to work with, and it is for that reason that I have decided to work on a unit plan for this level.

This unit will work with the French exploratory students to open their minds and expand their knowledge of francophone, or French speaking countries all around the world. The idea for this unit is original, and came to me after trying to decide how to incorporate more culture into the nine week class experience, and also to address the undying comment that French is not as important as Spanish. In the region of Pennsylvania where I teach, Spanish has become a very prevalent language, and though we are fortunate to have this cultural diversity in our back yards, I feel as though students' minds have been closed to the fact that French is indeed a language that is very much alive in many parts of our global society. My overall goal in this unit is to have my students be able to name and recognize at least seven different francophone countries around the world, whether French is the primary or secondary language. It is my hope that in doing a project such as this one, students of French (even if just for nine weeks) can appreciate that their language of focus is spoken in many places beyond France. Also, France will not be included in this project, as it is the most obvious choice of francophone countries, and the one most widely studied throughout the course of the exploratory program. I will be using francophone countries

that the students will be surprised to learn are in fact French speaking, and I will gather my list of francophone countries from one of the websites I have listed.

The unit will address not only what countries are indeed francophone, but students will be called upon to research their particular country. Students will need to locate their country on a map, for geographical purposes, they will need to find and explain to their classmates several interesting facts about their country, including sites to visit and things to do for entertainment if traveling through the country. The most important and also most entertaining aspect of this presentation comes when the students are asked to do a five day weather forecast for their country in French. Right before this project is presented, students learn basic weather vocabulary and expressions, and put this to use in their presentations. It is nice for the students to know not only where their country is geographically, but also what type of climate the country has. The lessons that will follow lead to group presentations in the style of a news broadcast, (costumes and all) on francophone countries, which will also be the assessment for this particular unit. Students will be graded on their presentations with the use of a rubric designed specifically for this assignment. We will cover the material in this unit as an introduction, before the students begin working on their research for their particular countries. The introduction material will take two to three days, with two days left dedicated to research time in the classroom as well as the library. I am an advocate for book research prior to allowing my students to do internet research. Students will begin their news broadcasts one week after the first lesson is presented. It is important to have this unit precisely scheduled, so there is enough time in advance to sign out books from the library as well as designate computer lab time. This unit is standards based, with focus on standards from four of the five categories. Communication standard 1.1 will be addressed slightly with the presentation and practice of weather vocabulary, as the students describe the weather forecast for their francophone regions in French. There will also be practice with the number vocabulary in French. Cultures standard 2.2 will be implemented throughout this unit, as it is a project of culture. Students will be able to describe in detail the practices of their country, by describing activities they could do if traveling in their certain region, and they will also be researching and describing the products of the countries, whether that product is a monument or a figure of pop culture. The most widely used standards in this unit are connections standards. Standards 3.1 and 3.2 are used in conjunction with language arts, history, geography, science and mathematics. This standard is especially important for this particular class in my district, because

all students must fulfill a connections standard in exploratory or level 1 language before graduating from high school. These standards are fulfilled in performance assessments such as this one. The students will be learning about country monuments, labeling their countries on a map of the world, converting Fahrenheit to Celsius and learning that the metric system is different from our American system of measurement, and writing their thoughts and hypotheses on what they believe they would see in their particular country before they actually research. Finally, standard 4.2, a comparisons standard will be implemented as they compare activities, facts and even degrees of measurement with their own country, and the francophone country they will be researching.

Day One: Lesson Plan

45 minute class period

Exploratory French 7/8

I. Objectives:

- a. Students will know the meaning of the word francophone.
- b. Students will be able to locate specific francophone countries on a map of the world.
- c. Students will be able to create a list of francophone countries around the world.
- d. Students will be able to correctly hypothesize the weather conditions for certain francophone countries based on their geographical locations.
- e. Students will know several countries that are francophone versus countries that are not.

II. Standards addressed in this lesson:

- a. 1.1
- b. 2.2
- c. 3.1, 3.2
- d. 4.2

III. Materials:

- a. weather conditions manipulatives
- b. weather conditions chart
- c. country cards in a box
- d. world map handouts/ world map transparency
- e. overhead projector and markers
- f. encyclopedias

IV. Activities:

1. Warm Up: Quel temps fait-il aujourd'hui? (5 minutes)

Standard: 1.1

Since the students have been practicing the weather terms, ask them in French, "What is the weather like today?" Have the students write a sentence describing the weather on a sheet of

paper. Ask them to hold their papers up so all are visible, and have a volunteer describe the weather for the day. Using the appropriate weather manipulatives, have another volunteer come to the board and place the correct visual on the board describing the day's weather. Another student could come and label it as well. Also, to further review, have other volunteers offer the information for the day of the week, the numerical date, and the month of the year.

2. Francophone: What kind of a crazy word is that? (5 minutes)

Standard: 3.1, 3.2

Have the word francophone readily printed either on the board or on a cardboard strip that is magnetized, so it is available right away. Have the students look at the word for a few seconds. Ask the class what they think this word means. Elicit their responses, and if the class is not participating, have the students talk briefly with their neighbors about the word they see on the board. What does this word remind them of? Explain to students that anything that is francophone is French speaking. This could refer to people or places. Ask them if they know anyone who is francophone. Can they think of any places that are francophone? As the list comes in, make a note of the ideas on the board, whether they are or are not francophone.

3. Speaking of places that are francophone..... (20 minutes)

Standard: 3.1

Once there is a working list of countries on the board, explain to the students that now is their chance to see if their thoughts on what countries are francophone are correct. Break the students into groups of three to four. Walk around the room and have one person from each group pick a card out of the card box. After all groups have a card, they can open it to reveal a country name. Is their country name already on the board? If not, they can share the name of the country with the class so it can be added to the board. Hand out the map sheets, and have every student record the name of their country at the top of their sheet. One person from each group should come to the front of the room to retrieve an encyclopedia. Together as a group, they must label their country on the map of the world. When all groups are finished, another member of the group should come to the front of the room to label their country on the world map transparency for all the class to see. What conclusions can they draw from the locations of the francophone countries? Now that they are familiar with some francophone

countries, are there any places listed on the board that should not be there? Are they surprised by some of the countries that are francophone? Why or why not?

4. Quel temps fait-il en (à)? (10 minutes)

Standard: 1.1, 3.1, 3.2

Now that the students have successfully labeled their countries on the map, can they try to guess what the weather has been like in their country? Have the students come to a consensus within their group about what kind of weather their country had over the past few days. Have a chart ready (hidden or covered on the board) detailing the weather in terms the students will understand for their particular countries. Have the students guess, and show them whether they are right or wrong. They do not need to give temperatures, as we have not discussed this yet. How did they know if they would be right or wrong?

5. Closing: What would I like to see in.... (5 minutes)

Standard: 2.2, 3.1, 3.2, 4.2

For the last five minutes of class, have the students write a brief paragraph on what they would like to do or see if they were to travel to their chosen country. What kinds of experiences do they think they would have? Collect the papers as the students leave class, returning them once the students have completed their research for their group project, so they are able to see if their initial impressions of their country were correct.

Day Two: Lesson Plan

45 minute class period

Exploratory French 7/8

I. Objectives:

- a. Students will be able to identify the difference between the US system of measurement and the metric system of measurement
- b. Students will be able to convert Fahrenheit to Celsius given a particular formula
- c. Students will be able to describe temperatures, in degrees, using the target language
- d. Students will know what is expected of them for their news broadcast presentation

II. Standards addressed in this lesson:

- a. 1.1
- b. 2.2
- c. 3.1, 3.2
- d. 4.2

III. Materials:

- a. calculators
- b. conversion formula on transparency
- c. overhead projector
- d. conversion worksheet
- e. news broadcast explanation sheets

IV. Activities:

1. Warm Up: Is there a difference? (5 minutes)

Standard: 1.1, 2.2, 3.1, 3.2, 4.2

Again reviewing the weather terms from the previous days, have the students describe the day's weather in French. After they have successfully completed this task, ask them what they think the weather is like in Paris today. Gather their thoughts, and get a consensus on what they think the temperature is (using their French numbers!) After they have come to a

conclusion, ask them if they ever considered whether or not the French, or francophone (check for comprehension on the meaning of this word!) countries measure temperatures in the same way we do in the U.S. Take their answers and thoughts into the next activity.

2. Conversion. Everyone loves math in language class! (25 minutes)

Standard: 3.1, 3.2, 4.2

Explain to students that in France, and countries around the world, the metric system is used for measuring anything from miles (kilometers) to degrees! If you were to get into a car in another country, do you think there would be the same odometer (measure of speed) as in American cars? Degrees are measured in the same way. Fahrenheit does not exist in francophone countries. Instead, Celsius is used to measure degrees. We're going to learn how to convert Fahrenheit temperatures to Celsius temperatures. Pass out the calculators, and have the students take out their notebooks. Reveal the formula on the overhead projector:

$$C=(F-32)\times 5/9$$

Have some temperatures ready to practice this formula with. Seasonal temperatures are a good place to start, to get a base for the differences in all of the numbers. Explain to the students how the formula works, and how to “plug in” the necessary numbers to get the correct Celsius answers. After there has been sufficient practice in calculating the conversions as a class, hand out the conversion worksheets. Let students work in pairs to complete these sheets, then place all of the answers on the board to check them as a class. Address rounding numbers if the need arises to avoid decimals in temperatures.

3. We know how to convert...now what? (12 minutes)

Standard: 3.1, 3.2

Explain to the students that now that they are francophone country and conversion experts, they are going to put their knowledge to the test. Distribute the papers detailing the performance assessment/news broadcast. Read these papers (see appendix) to the students, and describe the essential points of these papers to them. Make sure to tell them that they will be getting a rubric for this project, so they will know exactly what will be expected of them as far as their grade is concerned. Field any questions that the students have regarding this assignment, and make sure to tell them that research will begin tomorrow in class.

4. Closure: Speed Conversion Exit Pass (3 minutes)**Standard: 3.1**

Verbally tell the students that they will hear a temperature in French. They are to write that temperature down on a small sheet of paper, and then convert it to Celsius. They should hand in their papers on the way out. Check the papers for correctness and comprehension. Be sure to still have the formula for conversion readily available!

Closing Note:

Assessment for this particular assignment will come through the news broadcast performance assessment. Students will be scored on a rubric that is contained in the appendix.

Helpful Websites:

<http://www.fl.vt.edu/French/francophonie.html>

<http://www.ezwebsite.org/Page.asp?PID=910>

<http://www.french-at-a-touch.com>

<http://french.miningco.com/od/travel>

<http://www.ambafrance-usa.org>

http://www.weatherquestions.com/How_do_you_convert_temperature.htm