

Kathleen A. Vary

Gettysburg High School

Governor's Institute 2004

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Gettysburg High School, Gettysburg Area School District

Lesson Plan **La Sagesse**

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La Sagesse (Wisdom)

Language & Level: Français 3&4

Communication

Communicate in Languages other than English

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1 Students reinforce and furnish their knowledge of other disciplines through foreign language.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Comparisons

Students demonstrate understanding of the nature of language through the comparisons of French and their native language.

Standard 4.1 Students demonstrate understanding of the nature of the language through comparisons of the language studied and their own.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1 Students use the language both within and beyond the schoolsetting.

Standard 5.2 Students show evidence of becoming life-long learners by using their language for personal enjoyment and enrichment.

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Overview

Wisdom comes with age; therefore we should look to those who have learned a great deal by living long lives. Gettysburg is located directly across the street from a Lutheran Home for the Aged. Senior citizens are invited to use our indoor track facilities during non-school hours. Many attend concerts and drama productions at our school. Aging is a human condition that should be respected and teenage students need to respect their elders and learn from our senior citizens. This lesson plan involves identifying elders as useful resources in our community. Their stories are living history. Who knows? Maybe a senior citizen will speak French or another language and tell the class how it helped in their life. Students will be asked to create a yearbook of Senior citizens that they have interviewed and to think about their own future with regard to retirement and aging. This yearbook will be published in a French edition for class and an English edition for those who are part of our interviewing process. As an Extension Activity students may decide to have a Senior Prom with the Senior Citizens who they meet preparing the Yearbook. These Senior Citizens could be invited to teach students how to waltz, foxtrot, and jitterbug. Hopefully students will make acquaintances that they will develop into friendships. Some of their life stories could be used in History class as well as French class.

Usually the largest class is about 25 students. A thematic approach to instruction is helpful to prepare for combination classes of fourth year and fifth year students. I am basing this lesson plan on 90 minutes of instruction as Gettysburg is on a Block Schedule that will change classes for a Fall Schedule and a Spring Schedule. The following is a description of the major assignment for <La Sagesse> Unit so the students will be aware of the purpose of our activities in class.

Description of student assignment: there are two parts to your assignment. **The first requirement is to interview a Senior Citizen about their life** 5.1 (extra credit for interviewing someone that you do not already know). Ask about their accomplishments and include their future plans and intentions. Explain that you are working on a project for school and you would like to take their photo. If they have any photos of when they were younger ask if you could copy it for Gettysburg Senior Citizen Yearbook, perhaps using a scanner. If you are enrolled in digital Photography class please use a digital camera. We will need several directors for this project especially computer wise students (3.1). I'll be looking for volunteers. **The second requirement is to introduce your senior citizen to the class in French** (1.3). You must present your information to the class in French and you must write a biography in French. You may conduct your interview in English but rewrite it in French for your class presentation. You may invite this Senior Citizen to class for the day of your presentation. The final product of this assignment will be to create a Senior Citizen Yearbook. **Optional** Volunteer students will work after school and during flex to compile all the photos and biographies (5.2). We will publish a French version as well as an English version for our new elderly friends (5.1).

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Day 1 Warm-up activity

The eyes have it! The teacher will present a sample of visuals “eyes” to the class. Using one set of eyes the teacher will model questions in French about occupation, nationality, likes, dislikes, etc (1.1).

Students in a small group will make and write observations with regard to gender, nationality, profession and age. Each group will tell the class what they have guessed from their visual of eyes. After each group has had the opportunity to speak to the class, we will assign the eyes to the correct face, posted on the bulletin board (1.1).

Teacher will ask students to respond once again to the accuracy of their responses. Here are a few examples: my mother, Pope John Paul, Jacques Chirac, Kirk Douglas, teachers who will be retiring this year from our school.

Teacher will assign two or three students per day throughout this unit to pick out some eyes from a magazine or a poster and try to stimulate our curiosity each day. Teacher will assign students to prepare a question and answer activity to use with their “eyes”(1.1).

Teacher will post images of the Eyes of these elderly personalities on bulletin board. Teacher will ask students to classify the images according to one of these categories, la sagesse, le vieillissement, la jeunesse (1.1). Expect these personalities to change from category to category as students get acquainted with new personalities.

Reading Activity

⊇Previewing Exercise

Teacher asks students to draw something old, something new, and something that suggests wisdom (1.1).

Each student will place their drawings on a bulletin board under the headings of la Jeunesse, la Sagesse, and le Vieillessement.

Teacher will use this opportunity to teach word meanings and confirm comprehension of the objects created as symbols for old age, youth and wisdom.

Students will complete a survey analyzing how each student designated wisdom, youth, and aging (1.2).

∅Fractions will be used to draw conclusions from this survey (3.1).

Teacher will ask. “Combien d’étudiant a choisi une chouette comme symbol de la sagesse?” E.g.

1/3 de la classe a dessiné une chouette afin de représenter la sagesse.

1/2 de la classe a dessiné un grand arbre afin de représenter le vieillissement,

La moitié de la classe a dessiné un bébé de symboliser la jeunesse.

÷Pre-reading Exercise 1.2

Teacher will introduce this quote, authentic material, found on the Internet about youth.

www.google.fr

<http://ndaily.free.fr/citations/citstu.html>

<http://www.ifrance.com/pandarr/citations2.html>

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<La jeunesse n'est pas une période de la vie, elle est un état d'esprit, un effet de la volonté, une qualité de l'imagination, une intensité émotivée, une victoire du courage sur la timidité, du goût de l'aventure sur l'amour du confort.>

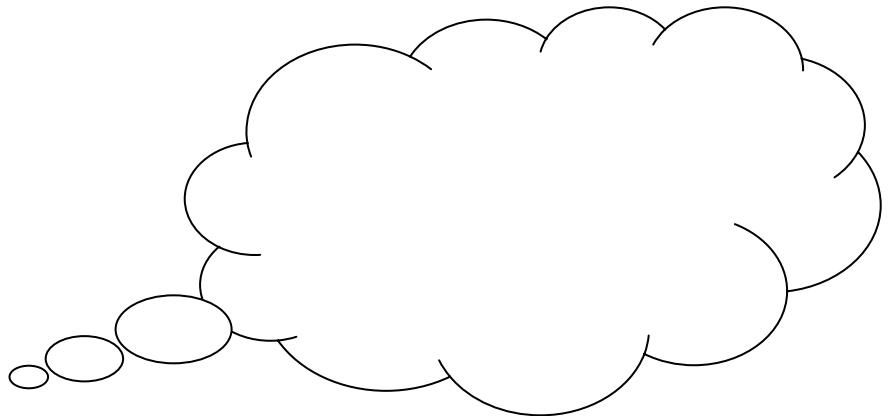
Students will skim and pick out what is familiar, or cognates, Teacher will assimilate group work on an overhead for the class preview (1.1)

≠Identifying <Les détails>(1.1). Students will work in small groups scanning the quote, using this detail sheet.

Qu'est-ce que c'est la jeunesse?	Qu'est-ce que ce n'est pas la jeunesse?
Un état	Pas une période

Quelle période?
 Quel état?
 Quel effet?
 Combien d'imagination?

Quel genre d'imagination?
 Quel genre d'aventure?
 Quel genre d'amour?



Same quote but added to by General MacArthur.

≡Pre-reading

Students will repeat pre-reading activity pointing out what is known or thought to be known (1.2).

Teacher will compile a list of known words and cognates on an overhead. Suggestion is to pass around to each group a blank overhead transparency and ask one of the students to be a scribe.

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<On ne devient pas vieux pour avoir vécu un certain nombre d'années, on devient vieux parce que l'on a deserté son idéal. Les années rident la peau, renoncer a son idéal ride l'âme.>

≈Identifying

Qu'est-ce que c'est jeune? a un idéal	Qu'est-ce que c'est vieux? avoir vécu d'années

...Reconstruction of the text

After completion of detailing worksheet student will volunteer to use vocabulary from this sheet to define la Jeunesse or Jeune. What it is and what it is not, Think-Pair-Share en français (1.2). Using large sheets of paper students will record definitions to assimilate the meaning of < La jeunesse>.

📖 Extention of the text

Internet assignments Assignment for this evening is an Internet search about the author of this quote, Samuel Ullmann. Students will explain why he said it and some background information. MacArthur said the second quote and students should try to find out why and where he said it. Go to the web sites listed on <Les Détails>. Look for other quotes about la jeunesse, la sagesse ou le vieillissement (5.2).

Day 2

Warm-up !

As students enter the room each one of them will receive a sign with one of the words of the quote on it. They will be asked in French to line up according to the order of the quote that we read in class the day before. This will take several tries. There are two parts to the quote by Ullmann and Mac Arthur. Perhaps one half of the class could organize the Ullmann quote while the other half could organize the MacArthur quote (1.2).

∂Previewing Activity

As students are collaborating I would ask for volunteers to continue the “eyes have it “ game and hopefully we will have some more elderly eyes to add to our Bulletin Board. The questions that students ask about the eyes are important so that students can begin to prepare questions to interview their Senior citizen (1.3).

•Pre-reading Activity

Students are asked to draw themselves in 10 years, and in 30 years. What will you be doing at that age? Qu'est-ce que tu feras à trente ans? Ou seras-tu en 2034?

Using their drawings each student will tell what they will be doing in 10 years and in 30 years. What will they look like? What will they be doing? Will they be married? Where will they be living? Will they be living alone? Will they be single or have a family? Will they live in Gettysburg? These questions will be prompts en français. Students will prepare their responses (1.1).

÷Reconstruction of Text

This is an opportunity to teach future tense. An activity in the computer lab to practice spelling would be appropriate to this activity. I have used these links for practice on the future tense (4.1).

www.quia.com

www.bonjourdefrance.com

Students will be paired to write in French what they learned about their partner during our pre-reading activity. Peer editing as in English class, with a worksheet guide stressing description of future events (3.1).

≠Extension of the Text

Students will write the description of their partner's future in 10 years and in 30 years for the next class (1.3).

Day 3

Warm-up

Teacher will collect and correct their students' descriptions. Students will volunteer information that they remember from yesterday's class with regard to future occupations, future residences etc of their fellow students. Drawings by student from yesterday's class can be used as visual prompts (1.1).

Using these descriptions now edited by the teacher, students will be asked to read another student's writing without naming the student. Other students will be asked to guess whose future is being described (1.3).

∂Previewing

Teacher will present a power point presentation of the story, called « J'aimerai toujours », by Robert N. Munsch and Sheila McGraw. Using only the images of the book students will respond to questions using vocabulary of the text. Please note that the end of the story will not be told (3.2).

•Identifying

Vocabulary will be practiced visually through teacher-generated questions. The same vocabulary will appear on large cards with the words on them. Students will spend sometime drawing pictures to illustrate these words already found on the cards (1.1).

÷Reading< les détails>.

Students will be placed into groups of three and in these groups they will be asked to play charades to illicit the correct vocabulary word from their peers (1.2).

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≠Reconstruction of the text

Qu'est-ce qui va se passer?

Students will be asked to predict the outcome of the story. In groups of two or three student will prepare a mini play-acting out their prediction of the story. Immediately after each group has presented their mini play other students must tell about the play. Qu'est-ce qui est arrivé? (1.3)

≡Manipulating Text

Teacher Power Point Presentation of <Je t'aimerai toujours> including all texts and the ending of the story.

Teacher will ask students to complete the prompt on a large sheet of paper

Students will complete the prompt in French.

Quand je deviendra plus agé, je _____(1.1).

≈Extension of the text

Students will write a reflection in French regarding this story. The reflection prompt will be: Est-ce que tu es d'accord avec le fils? Qu'est-ce que tu feras? (1.3)

Day 4 &5

WarmUp Eyes have it! Each of the following days of this unit will start with this activity (1.1).

This day will begin with a forecasting activity to draw students attention to vocabulary of the griot, a francophone story from West Africa: Le Bras, La Jambe et le Ventre. I would implement the ideas of Donato and Adair-Hauck from a workshop that I attended at Shippensburg in April of 2003 which follows the Pace model of instruction using TPR Story telling. All previewing activities in French would satisfy standard (1.1). The acting of the story would satisfy standard (1.2). Gettysburg students read < les griots> in literature class so this story in French in French class reinforces standard (3.1).

This story teaches the appreciation of a family towards its elders. There are characters that reject their father in his older age but the conclusion of the story rewards the son who welcomes and honors his elderly father. The moral of this francophone tale teaches students the practices and perspectives of West Africa toward their elders (2.1).

Students will write in French a review of these two stories, <Je t'aimerai toujours> et <le Bras, la Jambe et le Ventre>. Students will write about their preference and why? Which of these stories has a stronger message of caring for the elderly? (3.2)

Day 5 & 6 & 7

Teacher will present vocabulary of <La Couverture > (1.1), a short medieval story included in the textbook, Discovering French, edition rouge. This story will be presented over three days following the reading model of Dr Korb (1.2). Each class will be equally divided between reading the story and interview presentations by students to the class (1.3).

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Standards as they are addressed in this unit:

1.1 Interpersonal communication:

- Students will question each other about their “eyes”.
- Students will engage in conversation about the quotes.
- Students will exchange information about their future.

1.2 Interpretive communication:

- Students understand the information gathered by others, both written and oral.
- Students understand the biographies of their Senior Citizens.
- Students will read quotes and stories in French.

1.3 Presentational Communication:

- Students will write a description of their peer in 2034.
- Students will present their ending to the story <Je t’aimerai toujours. >
- Students will write an opinion about the ending to this story.
- Students introduce their Senior citizen to the class in French.
- Students write the biographies of their Senior Citizens in French.

2.1 Perspectives of Culture:

- Students compare the treatment of elderly in West Africa, in Medieval Times in France and today in Gettysburg.

3.1 Making Connections:

- Students use fractions to interpret the results of a survey.
- Students use the www to complete exercises in grammar.
- Students explore the www for quotes and vocabulary.

3.2 Students read in French the stories of this unit.

4.1 Language comparisons;

- Students use cognates to preview readings.
- Students note grammatical differences of age descriptions, future tense, imperfect, adjectives and their agreements.

4.2 Cultural comparisons:

- Students consider the importance of <griots> and <troubadours>, stories that are passed on through language to preserve morals of a community.

5.1 School and Community:

- Students use French to conduct their activities in class.
- Students make the community aware of their studies in French.

5.2 Students enjoy learning about and from their community.

Assessment Techniques

Teacher Evaluation Activity Students will be asked to evaluate our activities during class over the last 10 days. Please write in French a paragraph explaining what you liked and what you did not like about the last ten days in French Class. Be specific about what you learned from La Sagesse, write about your successes and your struggles with vocabulary, tenses or the interviewing process. Have you made a new friend? Will you continue to visit your senior citizen or are you glad this is over? Your comments will be considered suggestions for future activities in class.

Student Evaluation Activities

Students will be evaluated using rubrics for their oral participation in the following activities:

1. Eyes have it.
2. Presentation of their peer's future.
3. Presentation of their Senior Citizen

Students' writing will be evaluated on the following assignments:

1. Future plans of their peer for ten years, or thirty years.
2. Comparison of two stories. <Je t'aimerais toujours> et <Le Bras, la Jambe et le Ventre>

Students progress with tenses, adjectives and their agreements will be evaluated with short test and printing out their lab exercises completed in the computer lab.

Students' participation will be evaluated based on their

1. enthusiasm to play charades for vocabulary acquisition.
2. willingness to role play in the mini drama of < Je t'aimerais toujours>
3. zest to do TPR story of <Le Bras, la Jambe et le Ventre>.

Students' attitude to completing the Yearbook will be reflected in the final product, Senior Citizen Yearbook.