

Section 1: Marilyn Redenius
School District of the City of Erie

Section 2: **Les Francais en Amerique**

Section 3: This unit will be used with my French III students in high school, typically a mixture of juniors, some seniors and/or sophomores. We meet alternate days for 86 minutes.

Section 4: Standards

- 1.1 Interpersonal communication
- 1.2 Interpretive communication
- 1.3 Presentational communication
- 2.1 Understanding cultural perspectives through past practices
- 2.2 Understanding cultural perspectives through accomplishments
- 3.1 Making connections with other disciplines
- 4.2 Understanding of culture through comparisons
- 5.2 Using language within and beyond school setting

Section 5: Scenario

Activities for this unit will span 12 class periods, although not all activities will require an entire class period. During the first segment of this unit, students will review and research the routes of the early French explorers. Secondly, we will examine the presence of the French Voyageurs and the settlements and fortifications especially in our area. This will provide an opportunity to visit the Museum of Fort LeBoeuf in nearby Waterford. Finally we will read about the Louisiana Purchase from both the American and French accounts, trying to note the differences in historical perspectives on this event.

Section 6 : Procedures

- Day 1: Students will engage in hook activity as described below and look at unit syllabus that explains activities, projects and objectives.
- Day 2: Class will determine the questions that need to be answered about their assigned Explorers. This will be incorporated with a review of *passé composé* and *Imparfait*.
- Day 3: Small groups will research their assigned explorers (Cartier, Champlain , LaSalle, Jolliet and Marquette, Nicolet) and prepare their presentations. They will present in French with visual displays (maps, timelines, etc) to aid comprehension. Work will be done in the library.
- Day 4: Groups will present their research on assigned explorers; audience is responsible for taking notes that will eventually need to be incorporated into group poster. Students will have a blank copy of US map to help in this process.
- Day 5-6: Students will watch French video *Les Voyageurs* (French Canadian Film

- Society). They will write summaries and discuss what they understand Using maps and readings, they will begin to plan their group posters showing the extent of French presence in North America by 1763.
- Day 7: Students will take a field trip to the Museum of Ft. LeBoeuf in Waterford, PA to see first hand artifacts from the French fort, the fort's layout, etc, and speak with the Edinboro professor who is both knowledgeable and enthusiastic about area history and the influence of the French. Students should have enough background knowledge at this point to be interested and able to ask good questions.
- Day 8: Students will finish poster projects that summarize routes of the explorers and Voyageurs, fortifications and settlements. Finally, they will need to research in Indicate on their maps the territory included in the Louisiana Purchase.
- Day 9: After students present projects, we will discuss in French possible ideas for projects that can be displayed/presented during French Week in early November. These could include dramatization of the discussion between Americans and Napoleon to be shown on video to the school, maps with American place names with French origins, etc. The object of the project is to help non-French students understand the influence of French in America and to enjoy a taste of French.
- Day 10: Students will perhaps view episode I, *Louisiana History* (PBS Louisiana) and read the accounts of the Louisiana Purchase from the American history text used in our district. We will also have available pages from Daniel Boorstin's *American History* cited in one of the French articles. We will work with cognates from the two French accounts I will assign; student groups will determine 15-20 words they will need to understand these accounts based on their English viewing/reading and create word banks which will be presented and displayed.
- Day 11 or homework: Students will be assigned readings of two accounts of the sale of Louisiana from the French point of view. After reading these, they will be asked to summarize their reading in either French or English, focusing on the differences they note in the details and perspectives.
- Day 12: Using Venn Diagrams, class will discuss in French the similarities and differences in the readings and presentations of this event. If there is interest, we can see whether we can find anything from the Indian perspective about this event. If not, the students will perhaps be asked to speculate on how members of various tribes might view this historical event. Students will have a day to review materials and prepare for an essay test on the material. Word banks will be left up.

Section 7: Prior knowledge will be accessed by first having small groups locate 20 American place names with French origins using atlases and maps of the US. They will be asked to determine meaning/significance of these names using dictionaries, encyclopedia, Internet or Coulet du Gard's *Dictionary of American Place Names*. Names such as Lake Champlain, Joliette, Marquette, etc. should remind some students of their American history. Groups will be given blank maps of the United States and mark as a group what they know or can surmise from their work with place names about the areas of influence of the French in North America. We will discuss their maps and then go over the syllabus for the unit on *les Francais en Amerique*.

Section 8: Progress indicators:

- 1.1 Students will exchange information about what they have learned while researching and share reactions/impressions to films and readings.
- 1.2 Students will need to understand material presented at middle school level in a French video on the Voyageurs. They will also have to understand main ideas and significant details from articles discussing the early French explorers and the Louisiana Purchase.
- 1.3 Students will need to present main ideas from their research on explorers, from their posters about the influence of the French in America. They will write summaries in journal, identify significant persons or events in short essay responses, and discuss opinions and reflections in longer essay questions.
- 2.1 Students will learn about French explorers from a French Canadian film and French Internet resources. They will read accounts of significant American historical events from the French point of view.
- 2.2 Students should develop their understanding and appreciation for the role of the French in shaping North America and our region of Pennsylvania .
- 3.1 Students will be studying American history from the perspective of their language class and the point of view of other nationalities.
- 4.2 Students will analyze the differences between the presentation of historical events in American, Canadian and French sources.
- 5.2 Students will visit a museum devoted to pre-Revolutionary conditions in our area. They will share their knowledge from this unit with non-French students by displaying/presenting projects.

Section 9: Materials

Copies of blank maps of North America and/or the United States

Atlases and maps of the US and Canada

Boorstin, Daniel. *American History*.

Buehr, Walter. *French Explorers in America*. 1961. New York: G. P. Putnam

Coulet du Gard, Rene. *Dictionary of French Place Names in the USA*. 1986: Edition des Deux Mondes.

Ft. LeBoeuf Museum. Administered for PA historical and Museum Commission by Edinboro University of PA, Edinboro, PA 16444. (814 732-2573)

Louisiana History, Episode 1. Louisiana PBS. Available September 2003.

<http://www.lpd.org>

Les Voyageurs. Canadian Film Distribution Center. SUNY Plattsburg, Hawkins Hall 025, Plattsburg, NY 12901 <http://canada-aecus/plattsburg/edu/900/966.htm>

Section 10: Internet Sites

French explorers and Nouvelle France

<http://www.civilisations.ca/vmnf/vmnf.asp>: Musee Canadien de Civilisation sponsors this site which is home to the impressive *Musee virtuel de la Nouvelle France*. Several sections of the virtual museum are excellent for students: the *Abecedaire* shows artifacts from the period of colonization with explications on three levels (level three goes into good detail on life and culture of this period); the *Aventures* relates the experiences of a 13 year old traveling with two Jesuit missionaries; the *Photos of Marlok* allows students to view historical sites. There are very good links to other pertinent sites and other sections of the museum's collections.

<http://www.jpazzoni.free.fr/index.htm>: There are good accounts of various aspects of *l'Histoire de la Louisiane francaise*. Although one section deals with the Louisiana Purchase, I have included the site in this section since more deal with the early explorations and Indians.

Louisiana Purchase

<http://www.LouisianaPurchase2003.com>: This is the Bicentennial site and contains good links to background materials, tours, activities, etc.

<http://www.lsm.crt.state.la.us/cabildo/cab4.htm>: This is the home site for the Cabildo, the historical building where the signing of official documents pertaining to the transfer of the Louisiana Territory took place. There is a brief history, photos of documents, paintings, and good links to other sites.

<http://www.amb-usa.fr/ca/louisianapurchase/historyfr.htm>: The US Embassy in Paris provides this site which contains a good account of events surrounding the Louisiana Purchase in French.

<http://www.napoleonicociety.com/french/TableauChronologique~Ch.26.htm>: I used this site for one of my French versions of the sale of Louisiana. There is a dramatic retelling of the meeting of Americans with Napoleon and, not surprisingly, a very sympathetic analysis of his motives for the sale. The author rebuts Boorstin's version of events. The text of the treaty is also included.

Section 11: Integration

This unit will be taught with a review of the use of the past tense in French. Students will review formation of *passé composé* with *avoir* and *etre*, and the formation and use of *imparfait*. The unit will lend itself naturally to the use of past tense because students will be writing about and discussing historical events.

Students will be reading articles in French that will be more advanced than usual. The reading techniques presented by Dr. Bernhardt at the Governor's Institute will hopefully allow students success in expanding their abilities.

I have tried to intergrate activities from the five standards into the unit overall.