|  |
| --- |
| **A Brief Intro to French and Francophone Culture** |
| **Subject:** French | **Grade:** Middle School – High School (FEP) | **Teacher:** Katherine Welch | **Duration:**5 60-minute classes |
| **Unit Summary**This unit will introduce Fulbright English Program students to the French language and Francophone culture. Students will learn some basic phrases that can be strung together into longer conversations, as well as cultural information about such topics as family, greetings, school, etc. The unit will conclude with a skit performance and a tasting of French food. |

|  |
| --- |
| **STAGE ONE – DESIRED RESULTS** |
| **Established Goals***National Standards for Foreign Language Teaching*Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.Standard 2.1: Students demonstrate an understanding of the relationships between the practices and perspectives of the culture studiedStandard 2.2: Students demonstrate an understanding of the relationships between the products and the perspectives of the culture studiedStandard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultureStandard 4.2: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their ownStandard 5.1: Students use the language both within and beyond the school setting | **Transfer** |
| *Students will be able to use their learning to…** Converse with peers in French
* Build understanding and tolerance of, as well as appreciation for, other cultures
 |
| **Meaning** |
| **Understandings***Students will understand…** Basic phrases when spoken in French
* Understand that culture is made up of many pieces, including practices and products of a nation
 | **Essential Questions*** How can I express basic information in French?
* What aspects of culture make French and Francophone culture different from Korean culture?
 |
| **Acquisition** |
| *Students will know….** Basic vocabulary and phrases in French
* General information about aspects of French cultures, such as greetings, school and family life, food, etc.
 | *Students will be skilled at…** Recalling vocabulary
* Stringing phrases together to form short conversations
* Making cross-cultural comparisons
 |

|  |
| --- |
| **STAGE TWO – EVIDENCE** |
| **Evaluative Criteria** | **Assessment Evidence** |
| * Skit presentation rubric
* French culture writing (3-5 sentences)
 | **Transfer/Performance Tasks*** Final Skit
 |
| **Formative Assessments*** Information Gap, Interview Grid, and Other Worksheets
* Bell Ringers and Exit Tickets
* Practice Conversations
 |
| **Summative Assessments*** Final Skit
 |
| **Other Evidence*** Practice (Outside of Class)
 |

|  |
| --- |
| **STAGE THREE – LEARNING PLAN** |
| **Summary of Key Learning Events and Instruction*** Day One - Les introductions

Francophone Countries Game*In groups of 3 or 4, students will solve clues to color in a map of the French-speaking world in a race against other teams.*Introduce and Practice Vocabulary*Students will learn vocabulary for introducing themselves – including greetings and names of countries. This will be introduced with the communicative method using images to illustrate the meanings of words, as well as a sample conversation for students to practice. Students will take notes on a provided worksheet where they can record a translation of the phrases, and also a phonetic spelling.*Culture Reading: La Bise!*After learning the vocabulary and short conversation, students will read a short article about La Bise. The article is written in simple English to accommodate lower-level ELL students in the class. The article will be read out loud, and then the class will answer a few comprehension questions before discussing French and Korean cultural differences.*Interview Grid: Interview Classmates for Responses*Finally, students will use their knowledge of the vocabulary studied and of la bise to complete an interview grid with 5 other classmates. Students will walk about the room, asking and responding to questions. They will write the responses in the gird in French and ask their partner to sign the paper.*Exit Slip: Question at the Door*Before students can leave the classroom, they will be required to answer a question from today’s vocabulary at the door.** Day Two - Les numeros et l’age

Popcorn Question Review (Bell Ringer)*The teacher will begin class by reviewing the previous class’s vocabulary. The teacher will ask one of the questions learned and toss a soft plush toy to a student. That student will respond, ask a new question, and pass the toy to another student. The final student poses a question to the teacher.*Introduce Vocabulary*Using images and authentic materials, the teacher will introduce today’s vocabulary and conversation about numbers and age. Students will learn numbers 1 – 20.*3-Step Interview Practice*To practice the vocabulary, students will engage in a 3-Step Interview with 3 partners.*French Numbers Game*As extra practice and an introduction of French games, students will play Pige dans le Lac, which is similar to Go Fish. Before playing the teacher will ensure that students know the names of the card faces and suits and how to ask for certain cards. Students will play in small groups of 3-4 students.*Exit Slip: Question at the Door*As students leave class, they must answer two questions: one from today’s vocabulary and one from yesterday’s.** Day Three - L’ecole

Partner Review*Students will review vocabulary from the past two days in partners by using flashcards or question-and-answer for 5 minutes.*Rally Robin Sticky Note Brainstorming: French Schools RAN Chart*The teacher will place students into small groups. Each group will get a blank RAN chart. One student in the group will be the recorder and write the ideas of the group members. Students will be brainstorming answers to some basic questions on the board about French schools: what do they look like? What classes are taught? How long is the school day? Etc. Each member in the group will contribute to the brainstorm in a Rally Robin. After the 5 minute brainstorm, the recorder go to the RAN chart drawn on the board and add their groups ideas to the column labeled “What I Think I Know.” The teacher will share out the answers before explaining the stations learning.*Stations Learning: French School Life, Vocabulary, Practice*Today, students will learn in interactive stations. Students will travel through the stations in groups of 3 or 4 and have 15 minutes at each station. At station one, students will watch a short video about French schools in English with subtitles for ELL students. They will have a fill-in-the-gap listening activity and will fill in the other sections on their RAN charts. They will also fill out their exit slip: a Venn Diagram comparing French schools to Korea schools. At station two, students will learn the vocabulary associated with school – school subjects and types. They will practice the vocabulary with interactive flashcards or a memory game. At the third station, students will learn the conversation phrases for the day, and then write a short skit that combines previously learned material with the new phrases. These skits will be presented at the end of class.*Discuss and Finish RAN Chart*After bringing the class back together, the teacher asks the groups to demonstrate their learning by sharing new knowledge about French schools in the RAN chart, and by performing the skit they made at station 3.*Exit Slip: Venn Diagram*On their way out of the class, students will hand in the Venn Diagram done at station one, and will also answer 3 questions reviewing material covered so far.** Day Four - Les loisirs

Small Groups Review*Today’s review will be done in small groups of 3 or 4 students. Students will gather in different spots in the classroom, and a set of review cards from the previous 3 lessons will be distributed to each group. One student in the group is designated as the teacher. That student then quizzes the other students in the group with the vocabulary cards for 5 minutes. After 5 minutes, the stacks of cards rotate between groups and a new teacher is chosen. The review continues until each group has gone through each set of cards.* Think-Pair-Share: What are your hobbies?*After the review, gather the students back at their desks and have them complete a Write-Pair-Share answering the question: what are your hobbies. Ask volunteer Share groups to share responses with the class.*Introduce Vocabulary*Using images and other authentic materials, introduce today’s vocabulary.*Find Someone Who*To practice the vocabulary, give each student a Find Someone Who worksheet. Students will walk around the room asking other students what their hobbies are. When a student matches a hobby on the list, that student signs their name in the grid. The goal is to fill up the whole sheet with student names. Any student can only answer once. Review answers after a given amount of time.*Family Feud: Favorite Past-Times of the French // OR Petanque!*Ask students to list some favorite hobbies among Koreans, then explain that there are many different activities that French people enjoy doing.**(Option One): To discover these favorite French hobbies, students will play a game of Family Feud. Split the class into two or three teams.**(Option Two): Show a video explaining Petanque, and then invite students to try playing it. Have a course set up in part of the classroom and allow students to play in teams, rather than as individuals.*Exit Slip: Writing About Hobbies.*Before the leaving the class, students should write 2-3 sentences in French stating what their favorite hobbies are.** Day Five - La famille

Skit Review*Today, students will review previously learned vocabulary in a short skit between two or three people. They will have 10 minutes to compile their skit, and then they will present it before the class.*Gallery Walk: Vocabulary Introduction and the Typical French Family*Set up a Gallery Walk around the room introducing the vocabulary for family members and some information about typical French families. Students will have a worksheet to complete as they go through the gallery walk. Review answers with students after 15 minutes.*My Family Tree Chart and Presentations*Students will use their knowledge of vocabulary learned in the gallery walk to create a family tree diagram introducing their family members. On the back of their chart, students should write sentences introducing their family members and giving facts about 3 different members (i.e. age, hobbies, favorite class, living location…). Students will then present their presentations. Before each presentation, the class will ask: “Qui est dans ta famille?”* Exit Slip: Venn Diagram*Students will recall the information they learned about typical French families and fill in a Venn Diagram as an exit slip. Students will also answer 3 questions reviewing vocabulary.** Day Six – Les descriptions (+ il et elle)

Popcorn Questions Review*Review previously learned vocabulary with Popcorn Questions.*Introduce vocabulary (je, il, elle with adjectives)*Using CLT, introduce different descriptive words (i.e. kind, tall, mean, etc). Then, review the 3rd person pronouns to describe others. Show how to change phrases learned in past classes to the 3rd person.*Guess that Celebrity Practice*Have students practice descriptions and il/elle with a guessing game.* *(Option One): Students think of a celebrity and write 3-5 sentences describing that celebrity. They then read the description out loud for other students to guess.**(Option Two): Students write names of celebrities (or FEP teachers) on paper slips and place them into a hat. The class splits into teams. A representative from a team will come to the front and draw out a name. The student will describe the person to their team and the team must guess. They have 2 minutes to make as many correct guesses as they can.*Application in Writing: Describe yourself and your family! (Exit Ticket)*Before leaving class, students will write a short paragraph of 4-5 sentences describing themselves and at least one other family member. They should use phrases learned today as well as phrases learned on previous days.** Day Seven - La nourriture

Partner Review*Students review vocabulary with their partner by asking each other questions.*Introduce Vocabulary*Food vocabulary is introduced using images and authentic conversations. Students will learn names of basic foods, as well as how to talk about their favorite food and its taste.*Practice: Information Gap/Logic Problem*To practice, students will be placed into pairs to complete an information gap logic problem using today’s vocabulary. Review the answers after 15 minutes*Interactive Map: French Food!*Then, explore the world of French and Francophone food with the students through an interactive map. If a SmartBoard is available, volunteers can come up to click on various cities or regions and read/watch videos of the local dishes. At the end, students will decide which foods they like the most and compare them to Korean food.*Exit Slip: Question at the Door*As students leave, they must answer 3 questions on content learned during class.** Day Eight - Presentation Preparation

Small Groups Review*Students break into small groups of 3-4 to review vocabulary from all previous classes.*Introduce Presentation Assignment*The teacher will introduce the presentation assignment. Students will use all the conversation pieces they learned to create a skit in small groups of 3 or 4 students. Each student must speak an equal amount of time.*Work Time*Hand out the assignment sheet and allow students time to create the script. They must show their progress before leaving the class.** Day Nine – Presentation Practice

Full class period to prepare and practice skits*Students have the full class period to prepare and practice their skits.** Day Five – Presentations & Food Party

Skit Practice*Students have the first 10 minutes of class to practice their skit.*Presentations*Students give their skit presentations which will be graded on a rubric.*Crepe Party*Then, close the camp class with a French food party, showing students how to make crepes.*  |